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ABSTRACT

This directory is one of five which together describe almost 1200 discretionary grants and contracts currently supported by the Research to Practice Division of the Office of Special Education Programs under the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA). This document covers grants and contracts in two program areas, "Research and Innovation To Improve Services and Results for Children with Disabilities" and "Studies and Evaluations". The program descriptions are grouped by the 32 competitions under which they were funded, such as field-initiated research projects, directed research projects, model demonstration projects for young children with disabilities, and outreach projects for children with disabilities. Provided for each project description is the following information: grant number; project title; name of project director; contact information (organization, address, phone number, Fax number, e-mail address); the project's purpose; the methodology; and proposed products. There are four indexes: a project director index, an organization index, a state index, and a subject index. (DB)

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ED 437 790

Discretionary Projects Supported by the Office of Special Education Programs under the *Individuals with Disabilities Education Act*

Fiscal Year 1999

Research, Innovation, and Evaluation

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U.S. Department of Education
Office of Special Education Programs
Research to Practice Division

EC 307640

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DISCRETIONARY PROJECTS SUPPORTED BY
THE OFFICE OF SPECIAL EDUCATION PROGRAMS UNDER THE
INDIVIDUALS WITH DISABILITIES EDUCATION ACT

FISCAL YEAR 1999

RESEARCH, INNOVATION, AND EVALUATION

PREPARED BY
RAY ORKWIS, JUDI DECARME, AND JEANNE GLOVER
THE ERIC/OSEP SPECIAL PROJECT
ERIC CLEARINGHOUSE ON DISABILITIES AND GIFTED EDUCATION
THE COUNCIL FOR EXCEPTIONAL CHILDREN

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION PROGRAMS
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Research, Innovation, and Evaluation

Table of Contents

Competition	Page
84.023C and 84.324C Field-Initiated Research Projects	1
84.023D and 84.324D Directed Research Projects	36
84.023F Examining Alternatives for Results Assessment for Children with Disabilities	81
84.023N and 84.324N Initial Career Awards	85
84.023V and 84.324V Research Institutes To Accelerate Learning for Children with Disabilities with Curricular & Instructional Interventions	94
84.024B Model Demonstration Projects for Young Children with Disabilities	96
84.024D Outreach Projects for Young Children with Disabilities	113
84.024Q Early Childhood Research Institute: Follow Through	124
84.024S Early Childhood Research Institutes	125
84.078A Regional Programs for Children and Youth with Deafness	128
84.078C Model Demonstration Projects to Improve the Delivery & Outcomes of Postsecondary Education for Individuals with Disabilities	131
84.158J Research Institute on Secondary Education Services for Children and Youth with Disabilities	139

Competition **Page**

84.158Q
Outreach Projects for Services for Youth with Disabilities 140

84.158V
Model Demonstration Projects to Improve the Delivery & Outcomes of
Secondary Education Services for Students with Disabilities 147

84.159E
Longitudinal Study of the Impact of Early Intervention Services on
Infants and Toddlers with Disabilities 156

84.221A
Native Hawaiian Special Education Program 157

84.237H
Developing Effective Secondary School-Based Practices for Youth
with Serious Emotional Disturbance 158

84.324A
National Academy of Science Study 162

84.324B
Student-Initiated Research Projects 163

84.324C
Field-Initiated Research Projects — see 84.023C

84.324Đ
Directed Research — see 84.023D

84.324F
National Academy of Science Autism Study Workshops 172

84.324G
Integrating the Science of Early Childhood Development 173

84.324H
National Center on Accessing the General Curriculum 174

84.324J
Center for Students with Disabilities Involved with and At Risk
of Involvement with the Juvenile Justice System 175

84.324L
Research and Training Center in Service Coordination for Part C of IDEA 176

Competition **Page**

84.324M
Model Demonstration Projects for Children with Disabilities 177

84.324N
Initial Career Awards — see 84.023N

84.324R
Outreach Projects for Children with Disabilities 216

84.324S
Research Institute to Improve Results for Adolescents with Disabilities
in General Education Academic Curricula 246

84.324T
Model Demonstration Projects for Children with Disabilities — Directed 247

84.324V
Research Institutes to Accelerate Learning for Children with Disabilities with Curricular and
Instructional Interventions — see 84.023V

Contracts 257

Indexes

Project Director 259

Organization 264

State 267

Subject 268

INTRODUCTION

This directory, which is presented in five separately published sections, describes almost 1200 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs, which administers the discretionary programs authorized by the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA). Some of the projects were funded under the provisions of the orignial IDEA, but for the purposes of this directory, they are grouped into five sections representing the seven program areas of the newly authorized IDEA, Part D:

1: **Research, Innovation and Evaluation** (which covers two programs: *Research and Innovation* and *Studies and Evaluations*)

2: **Personnel Preparation**

3: **Technical Assistance, Dissemination, and Parent Information** (which covers two programs: *Technical Assistance and Dissemination* and *Parent Training and Information*)

4: **Technology and Media Services**

5: **State Improvement**

This section of the directory, "Research, Innovation, and Evaluation," presents projects categorized in the following two discretionary programs: Research and Innovation to Improve Services and Results for Children with Disabilities, and Studies and Evaluations. The Research and Innovation program aims to produce, and advance the use of, knowledge to improve the services provided under IDEA, including the practices of professionals and others involved in providing services to children with disabilities, and to improve educational results for children with disabilities. The Studies and Evaluations program is designed to assess the effectiveness of state and local efforts to provide a free appropriate public education to children with disabilities, and to provide early intervention services to infants and toddlers with disabilities and infants and toddlers who would be at risk of having substantial developmental delays if early intervention services were not provided to them.

Within this section of the directory, the projects are grouped under the competitions under which they were funded. Access to the project information is enhanced by several indexes, which include:

- Project Director Index
- Organization Index
- State Index
- Subject Index

(84.023C and 84.324C)
Field-Initiated Research Projects

Grant Number: H023C950034

Elementary School and Boys with Fragile X Syndrome

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Beginning Date: 9/01/95
Ending Date: 8/31/00

Purpose: To conduct the elementary school portion of a longitudinal, life-span study of boys with Fragile X syndrome.

Method: Project staff are currently conducting the early childhood portion of this study, gathering data on the early development, temperament, behavior, and patterns of family coping and adaptation of 100 boys. During the elementary phase, research questions will focus on: (1) developmental, functional, and school achievement growth patterns; (2) factors that influence development and achievement; (3) the development of social competence and peer relations; (4) factors influencing social competence and peer relations; (5) the nature and quality of school experiences provided during the elementary years; (6) the needs and concerns of teachers working with boys with Fragile X syndrome; (7) effective strategies for enhancing achievement and social competence; and (8) patterns of family coping and adaptation during the elementary years. To answer these questions, 80 boys and their families will be followed between first and fifth grade. Mixed method designs and hierarchical linear analyses will be used to chart patterns of growth and change, identify correlates of change, and determine successful educational and intervention strategies.

Products: Research findings will be submitted to leading journals for peer review and publication, and also presented at state, regional, and national conferences related to child development, education, and family support. Specific project publications will include: a manual for parents describing in simple language the early development and needs of children with Fragile X syndrome; a guide for teachers and therapists who work with these children and their families; and a professional guide summarizing findings from the survey of professionals, which will also describe important factors to consider in working with families.

Grant Number: H023C950111

Longitudinal Study of Risk and Protective Factors Affecting the Development of Children Prenatally Exposed to Illicit Drugs and Alcohol

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Beginning Date: 7/01/95
Ending Date: 6/30/00

Purpose: To investigate early elementary school experiences and developmental outcomes of children with documented exposure to illicit drugs during pregnancy.

Method: Cohorts of both drug-exposed and nonexposed children ages 5-9 years (N=60 children in each cohort) will be followed during their early schooling. Within each cohort, 40 children will have had prenatal exposure to illicit drugs and/or alcohol and the remaining 20 will be a comparison group with no documented exposure. For the first cohort, the proposed work represents a four year extension of a completed two year developmental study. For the second cohort, this study provides an opportunity to replicate and cross-validate developmental trajectories and findings from the earlier research with Cohort 1. Since a wide variety of factors have been found to influence student outcomes and adjustment, measures of prenatal drug exposure, family risk and protective factors, developmental status, child behavior at home and school, environmental factors, academic achievement, and social/emotional adjustment will all be used. Individual testing, observations in the classroom and on the playground, and school archival record searches will be employed to gather data for these measures. Data analyses will be conducted to: (a) examine differences between groups and (b) explore the variance accounted for by drug exposure, independently of other variables, in the prediction of later school success and failure.

Products: Results of the first analytical study (of Cohort 1 from ages 3-9) will be incorporated into preservice training in graduate university coursework. Annual reports will be developed and presentations will be made at national and regional gatherings of professionals, researchers, and educators, as well as articles submitted to professional journals to reach this same audience.

Grant Number: H023C950150

Life on the Outs - Qualitative Investigation of Resilience

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Beginning Date: 10/01/95
Ending Date: 9/30/00

Purpose: To conduct an intensive qualitative investigation of the institution-to-community transition of adolescents with emotional and behavioral disorders who have been incarcerated in the two most secure juvenile correctional facilities in Oregon.

Method: The proposed research will seek to define the variables and events that differentiate those persons who leave the facilities and are successful in their transition efforts versus those who are not successful. This process will contribute to the development and refinement of a grounded theory on resilience and its meaning in the transition experiences of this population. The project will dovetail with and parallel and quantitative study already in process in which staff are gathering extensive data on the demographic characteristics and institutional and transitional experiences of 400-500 male and female adolescents from these facilities. In Phase 1 staff will investigate childhood and adolescent experiences which contribute to resiliency by conducting a life history study of a sample of successful (employed, in school, no re-arrested) and unsuccessful participants from the quantitative project who have been out for 1 to 2 years already. Throughout the five project years staff will continue with longitudinal investigations of their lives in the community, describing and contrasting the characteristics, experiences, and supports of those who do or do not succeed in transitioning into community life. Phase 2 will be a focused exploration of specific factors contributing to resilience, based on interviews with selected informants. In Phase 3 staff will conduct systematic member checks to test the validity of theories of resilience with respondents, interviewees, and knowledgeable others. In Phase 4 staff will prepare the study products for dissemination.

Products: Planned products include: a holistic model of the construct of resilience, based on the experiences and perspectives of participants themselves; and a collection of case studies illustrating the model and outlining the life histories of participants. Extensive efforts will be made to disseminate results and products to other professionals, sites, parents, and consumer groups both regionally and nationally.

Grant Number: H023C970029

Remediation and Prevention of Aggression in Young Children with Severe Emotional Disturbance

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Beginning Date: 9/01/97
Ending Date: 8/31/00

Purpose: This two-phase study of remediation and prevention of aggression in young children with severe emotional disturbance will provide a two-generation study of the initial follow-up cohort and their offspring, along with a replication of the original follow-up work on 100 additional children and families.

Method: The project will recruit a minimum of 80 percent of the original follow-up group and assess various school and social interaction data on the group. School- and family-related outcomes will be assessed and ecological constructs will be measured to provide a complete picture of the environmental circumstances that operate to influence the long-term occurrence or nonoccurrence of aggressive behavior.

Products: The study hopes to identify and determine the early appearing behavioral patterns or family variables that are associated with the best responses to intervention over the 20-year period under examination. Considering the data, the project looks for building the most efficacious, long-lasting models of intervention to reduce the social and personal costs of aggressive behavior and to replicate the results of the model across a diverse population. It hopes to determine the features of future community, school, and home environments that predict the best outcomes, indicating a possible need to modify practices for certain groups.

Grant Number: H023C970032

The Forgotten Newborn: Individualized, Family-Focused Development Care for the Medically Low Risk Preterm Infant

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Beginning Date: 10/01/97
Ending Date: 9/30/02

Purpose: The project will test an individualized, family-focused, developmental approach to earliest intervention in terms of its effectiveness for prevention of later disability.

Method: An inner city Boston sample of 40 medically low risk preterm infants with gestational ages of less than 34 weeks will be randomly assigned to a control and an intervention group on admission to the hospital. The control group will receive standard hospital care but the intervention group will receive developmental intervention consisting of formal behavioral observations from admission to discharge. Prior to discharge, an Individualized Infant Family Service Plan will be developed supporting the transition from hospital to community.

Products: It is expected that this study will contribute to the understanding of the neurodevelopment of preterm children, improve their outcome, and make available a cost-effective earliest intervention approach.

Grant Number: H023C970057

A Nationwide Evaluation of Inclusive Practices and Outcomes in Mainstream Residential Camp and Outdoor School Programs Serving Youth with and without Disabilities

Project Director: Brannon, Steve
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703-239-1077

Beginning Date: 9/01/97
Ending Date: 8/31/00

Purpose: This project will enable the Institute for Career and Leisure Education to work with the American Camping Association (ACA) to conduct a nationwide evaluation of inclusive practices in mainstream outdoor programs with ACA accreditation for children with or without disabilities.

Method: The proposed research aims to investigate the benefits of inclusionary practices with a wide range of learners, and it intends to study inclusion in organized residential programs that provide living and learning experiences, which recent research has proven to positively influence the development of children, youth, and adults with mild to severe disabilities.

Products: The project will create a national network of outdoor school programs that are implementing inclusion. The project should also increase the number and quality of inclusive outdoor residential programs nationwide. The study's combination of quantitative and qualitative data on affect, recreation/living skill level, and social interactions will provide rich and complementary sources of information about the functional outcomes of inclusion. Development and validation of the Inclusive Practices Inventory will provide a new model for the systemic study of inclusion that may have generalizability to other educational and social programs.

Grant Number: H023C970103

Risk and Resilience of Behavior and Adjustment Problems in Students with and without Disabilities

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Beginning Date: 9/01/97
Ending Date: 8/31/02

Purpose: This study will generate information to develop assessment and intervention strategies that prevent or ameliorate adjustment problems during middle childhood and early adolescence.

Method: The study will examine developmental trajectories of students with disabilities and identify factors that contribute to or buffer against adjustment disorders. It will also identify factors that contribute to subsequent special education placement or severe adjustment problems for nondisabled students.

Products: The study has three expected outcomes: identification of risk profiles, identification of factors that prevent or ameliorate disorder, and information about how classroom social contexts can be manipulated to prevent or inhibit the development of disorder. Findings will help develop an assessment battery, intervention strategies to help prevent adjustment disorders, and school violence prevention strategies.

Grant Number: H023C970132

Comprehension and Critical Thinking Instruction for Students with Learning Disabilities

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Beginning Date: 9/01/97
Ending Date: 8/31/00

Purpose: This project intends to investigate the ways in which students with learning disabilities, compared to their nondisabled peers, comprehend and solve problems in content domains that are relevant to the problems they must solve in their own lives related to school, job, and relationships.

Method: The project will use the findings of studies conducted in the development and evaluation of instruction found to be effective in promoting critical thinking in these areas. The specific focus of the project is on the nature of social/personal problems, including constrained problems, in which the information is sufficient to permit a satisfactory solution, and unconstrained problems, where additional information must be introduced and evaluated before a decision can be made. In addition, several different contexts in which a problem can be presented will be compared.

Products: An instructional program based on these studies will be developed and evaluated. The program will teach students to evaluate critically the information to be considered in the formulation of a problem and to use schemas in formulating and solving the problem.

Grant Number: H023C970134

Longitudinal Educational and Behavioral Outcomes for Students At Risk

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Beginning Date: 9/01/97
Ending Date: 8/31/00

Purpose: The project is a follow-up study to determine the extent to which students classified by schools as learning disabled in early elementary schools are subsequently differentiated as mentally retarded and severely emotionally disturbed over time.

Method: The project will collect data from students, teachers, and school records to capture experiences during the intervening years between first referral (grades 2-4) and middle school as well as the level of functioning and adaptation in the middle school years.

Products: The extant data set supplemented by the data collected in this project will provide a rare longitudinal examination of the school careers of at-risk children. Data analysis will be used to examine the extent to which changes in eligibility status could have been predicted from first referral data and to characterize those students who shift from learning disabilities to mental retardation and severe emotional disturbance.

Grant Number: H023C970140

Teaming with Technology Research Project

Project Director: Heinlein, Ken B.
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Beginning Date: 10/01/97
Ending Date: 9/30/02

Purpose: Arena Assessment, a transdisciplinary approach to the assessment of infants and toddlers, brings together a team to collectively evaluate a child suspected of having a disability. The proposed project intends to use interactive technology to connect the child with the team in the case of rural locations, where the costs and logistics of sending a team to the site make that approach ineffective.

Method: The Teaming with Technology Project will compare the quality of reports developed by assessment teams when the assessments are conducted in person versus those conducted through the use of interactive technology. The project will evaluate the reports in terms of their value to parents, professionals involved in the education or family services plans for the child, and those conducting interventions.

Products: The outcomes of the project will be evaluated by specialists in early intervention and by parents. The project intends to follow the infants and toddlers assessed during the project until those children enter the school system, thereby measuring the project's degree of success.

Grant Number: H023C970148

Curriculum-Based Measurement: Alternative Assessment to Measure English Reading Proficiency of Bilingual Students

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Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: This project will investigate the reliability and validity of using a technically sound assessment procedure (curriculum-based measurement) with bilingual Hispanic students. The project will also investigate various means for promoting and enhancing the literacy acquisition of low-performing Hispanic students in elementary school who are bilingual or in the process of learning English and who have learning disabilities.

Method: Using this methodology to monitor the reading achievement of bilingual students, explicit cognitive strategy instruction will be delivered and evaluated for its effectiveness in assisting these students to learn English. The approach is characterized by frequent and direct assessment in the student's own curriculum. In addition to studying the assessment methodology, the research will also systematically investigate various means for promoting and enhancing the literacy acquisition of low-performing bilingual or English-learning Hispanic students in elementary school who also have disabilities.

Products: The project will provide strategies for bilingual educators and bilingual special educators to monitor their students' English reading acquisition.

Grant Number: H023C970161

The Socialization of Beginning Special Education Teachers: An Investigation of their Problems of Practice and the Influence of Context

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Beginning Date: 9/01/97
Ending Date: 8/31/00

Purpose: This project is an investigation of the socialization of beginning special education teachers in the workplace. The project will pose the following research questions: what are beginning special educators' problems of practice?, and what contextual factors facilitate their efforts to solve those problems?.

Method: Qualitative and quantitative research methods will be used to answer these questions. Ethnographic interviews of beginning special educators will determine what they feel are the most difficult problems of practice. Contextual variables that affect their ability to solve problems will be identified and detailed. Interviews with other persons in the teachers' environment will help identify whom they feel is influential in helping to

solve their problems. A survey will reveal the generalizability of the problems, and contextual issues and analyses will show the relationship of the problems of practice to contextual variables.

Products: Findings should be useful to both researchers and practitioners. Such strategies may have an impact on the effectiveness of special education teachers. The project should inform teacher educators as they reform teacher education and policy makers as they develop induction programs for beginning special education teachers.

Grant Number: H023C970183

Vocabulary Acquisition of Young Deaf and Hard of Hearing Children

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Beginning Date: 1/01/98
Ending Date: 12/30/00

Purpose: This project is designed to provide information about two aspects of early vocabulary development: deaf or hard-of-hearing children's ability to learn new words quickly, and their use of word learning strategies which will be tested in novel word learning tasks. Acquisition of these word learning processes will be compared with vocabulary size and the rate at which children use new words. The project will also determine whether an easily obtained parent-report instrument is useful in assessing these children's vocabulary growth.

Method: Forty deaf or hard-of-hearing children and forty hearing children will participate in a cross-sectional study to compare the children's word learning abilities to their vocabulary knowledge. Children will be followed longitudinally to determine the relations between onset of these abilities and the rate of acquisition and vocabulary size. Performance on language assessment instruments in the cross-sectional and longitudinal studies will be used to validate the parent-report instrument.

Products: Results of this study will provide information that can be used to design more effective interventions for facilitating word learning, and provide professionals with better tools for assessing early vocabulary development.

Grant Number: H023C970195

Alternative Mathematics Assessment for Students with Mild Disabilities

Project Director: Parmar, Rene S.
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Beginning Date: 9/01/97
Ending Date: 8/31/00

Purpose: This project is a three-year program of research on the validity and reliability of alternative assessment in mathematics in relation to teaching practices. The target group will be students with mild learning disabilities, developmental delays, and behavior disorders.

Method: Students with mild disabilities in grades kindergarten through eight will be the primary participants. Comparisons will be made across groups of students, teachers, topics, and levels of complexity of assessment tasks. Statistical analyses and analyses based on ethnographic techniques will be conducted on the project data.

Products: Research findings will be disseminated locally through schools and districts and nationally through conferences and professional meetings. A compilation of alternative assessment activities (in the form of a manual) based on empirical research, along with scoring schemes and interpretation guidelines, will be made available to the professional community.

Grant Number: H023C970230

Upgrading Preparatory Work to Augment Reading Development: UPWARD for Students with Disabilities

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Beginning Date: 9/01/97
Ending Date: 8/31/00

Purpose: The project, Upgrading Preparatory Work to Augment Reading Development (UPWARD) for Students with Disabilities, is to develop an effective and efficient multi-faceted program for providing students with disabilities intensive phonological awareness and other early literacy instruction within general kindergarten classrooms.

Method: In the first year, a large experimental study will investigate the effects of a highly structured, classwide cross-age tutoring program in which second graders tutor kindergartners three times weekly. Researchers will examine the effects of phonological awareness on the kindergarten children. These children will be followed through first and second grades to examine their reading development and that of the tutors. In the second year, the project will study the effects of the parent program developed during the first year on phonological awareness and other emergent literacy skills of the children. In the third year, a study will investigate how the classwide cross-age tutoring and parent programs operate separately and together to enhance learning for children with disabilities.

Products: UPWARD will help validate classwide cross-age tutoring procedures and parent programs for delivering phonological awareness and other emergent literacy skills instruction in the context of general kindergarten classrooms to enhance the reading development of students with disabilities. Research reports and training manuals will disseminate the research findings and broaden the project's impact.

Grant Number: H324C980032

Project SEARCH: Special Education as Requirements in Charter Schools

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Beginning Date: 4/01/98
Ending Date: 3/31/01

Purpose: Project SEARCH (Special Education as Requirements in Charter Schools) is a qualitative research study designed to respond to the need for clarifying information about the implementation of special education in the nation's charter schools.

Method: A qualitative research design has been selected based on the research team's experience studying the charter school movement and its relationship to special education. Two major types of data gathering strategies will be used: structured phone interviews and site visits. A sample will be drawn from each of the 15 states in which charter schools have been in operation for at least one year. Instruments will be developed using information from prior studies by Project SEARCH researchers, combined with the preliminary results of the National Study on Charter Schools and other federally funded research.

Products: A set of policy recommendations will be developed and presented for review and validation at a meeting of federal, state, and district level general and special educators, parents, and representatives of charter schools. The recommendations will be disseminated through the Association's extensive network of organizations and individuals.

Grant Number: H324C980034

Identifying and Predicting Successful Outcomes of Interagency Coordination

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This study will identify and predict the outcomes of interagency coordination of services for families with children with disabilities ages birth to five. The study will seek to identify and validate the particular outcomes for effective interagency coordination and collaboration, the factors that influence interagency coordination at the community level, the scope of interagency decision-making at the community level, and the specific factors that predict particular outcomes of interagency coordination.

Method: The research strategy will use a single state to hold state policy constant and will collect data describing the functioning levels of local interagency coordinating councils, barriers and facilitators to coordination, and similarities and differences in agencies' organizational structure and personal relationships. In order to

implement a multi-leveled approach to the identification of outcome variables, investigators will use focus groups representing various populations and professional groups.

Products: The results of this study will yield information to help decision makers at the community, state, and federal levels. By disseminating this study's findings to diverse audiences, the information will enable the creation of more effective policies and the use of strategies at all levels which will enable better cooperation and delivery of services.

Grant Number: H324C980039

Prereferral Assessment and Tutorial Intervention for Students with Reading Disabilities

Project Director: Vadasy, Patricia F.
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Beginning Date: 8/01/98
Ending Date: 7/31/03

Purpose: This project will apply research on phonological skills in a specialized prereferral and intervention package by investigating the validity of prereferral assessment procedures and the effectiveness of intervention delivered by nonprofessional tutors for primary-aged students with possible learning disabilities. The research objectives are to develop and test a prereferral process to identify students with special problems in beginning reading and investigate an individual tutoring treatment for students who have been identified with beginning reading problems.

Method: A 5-year longitudinal design with repeated measurement of multiple cohorts will be used. The study will examine the nature of an "extraordinary" treatment, such as providing individual tutoring early to enable students to catch up with their peers, and the feasibility of its implementation in typical urban school settings. The study will examine a remedial program, Sound Partners, to extend phonological awareness instruction to first and second grade students. Program variables to be studied include the intensity, timing, and components of instruction. A total of 170 students will receive the intervention. All students will be drawn from elementary schools in the Seattle School District from neighborhoods with high enrollments of low-income and minority students.

Products: Products of the project will be a prereferral screening and assessment procedure to predict reading disabilities in primary-age students; a first- and second-grade tutorial reading intervention, including versions for use by peer tutors; and journal articles and presentations on project findings.

Grant Number: H324C980058

Social Competence in Early Childhood: Effects of a Specific Curriculum Focus

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This field-initiated research project will examine the effectiveness of a social competence curriculum on the behavioral outcomes of young children (24-48 months) with disabilities and their families in Connecticut.

Method: The curriculum will be based on a model of social competence proposed by Guralnick (1992). Fifty children will be enrolled in the study, 25 being randomly assigned to the curriculum group. The children will receive intervention in natural group environments in the community (e.g., day care). These settings are currently being used in Connecticut as sites in which to deliver early intervention and preschool special education. The group of 25 children who will not receive the curriculum will receive intervention according to their IFSP or IEP. In contrast, the curriculum group will have their IFSP/IEP objectives and services embedded in a social competence curriculum. Evaluation of outcomes will occur every six months, from the time children enter the study at 24 months to when they exit at 48 months. Outcome measures will focus on indices of child status, family status, and service characteristics. Child indices will include developmental and behavioral measures, including social competency measures. Family indices will include social support measures and community resources measures. Service characteristics will include descriptions of the intervention settings, staffing qualifications and patterns, service type and intensity (e.g., therapies) and involvement and integration of health and social services.

Products: The project will result in a better understanding of the effectiveness of a social competence curriculum on the behavioral outcomes of young children with disabilities.

Grant Number: H324C980061

Teacher Learning Cohorts: Moving Teachers Towards Inclusion

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Beginning Date: 9/01/98
Ending Date: 8/31/01

Purpose: To remedy the problems associated with teachers' insufficient opportunities to work collaboratively and grow professionally, this project will work with urban schools to develop Teacher Learning Cohorts (TLCs). This project represents an effort to reach other urban schools in Jacksonville and other areas to advance the inclusion agenda in Florida.

Method: The project will solicit four schools to participate in the Teacher Learning Cohort intervention. During the first year of the project, two groups of TLCs will be developed in each of two urban schools chosen by Duval County; two additional schools will act as control schools. Midway through the second year, two addi-

tional schools will be involved in the TLC treatment. Case studies and quantitative research will be constructed through surveys, interviews, classroom observations, achievement testing, and participant observation.

Products: This project will provide a model for collaborative professional development that: fosters and improves the knowledge and practice of participating teachers; enhances the education of students with disabilities by reducing referral rates to special education; increases classroom teachers' abilities to educate students with disabilities effectively in their own classrooms; provides documentation for other professionals about team building and other professional development skills; and provides documentation of how teacher educators can work effectively with urban schools to improve instructional practices.

Grant Number: H324C980075

A Longitudinal Study of the Policy Outcomes Associated with State Legislation for Reforming Special and General Education

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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: This four-year longitudinal study will explore the degree and manner in which outcomes associated with the initial implementation and intent of Vermont's Act 230 — under which state schools were to establish comprehensive systems of educational services to increase the capacity of general education to meet the diverse needs of students with and without disabilities and to stabilize state-funded special education expenditures — have been adapted and sustained over time, and to identify factors which appear to promote or inhibit the sustainability of these outcomes at both individual and systemic levels.

Method: This current study follows up on a statewide evaluation that examined outcomes associated with the initial implementation of Act 230. It will use a multifaceted research design incorporating qualitative and quantitative data collection and analysis procedures. Five substudies will examine different aspects of the longitudinal implementation of Act 230 and will enable the study's overall purpose and research questions to be addressed.

Products: Preliminary analyses of the data will be shared with teacher collaborators, study participants, and other stakeholders through focus group meetings and state level policy forums. The final year of the project will be devoted to preparing final reports of all findings and disseminating these to policy makers, educators, researchers, and family members in Vermont and throughout the nation.

Grant Number: H324C980080

The Impact of Setting Events on Aggressive Behavior and Social Interactions of Students with Emotional and Behavioral Disorders and Their Teachers: Development and Evaluation of Setting Events Assessment Procedures

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Beginning Date: 4/01/98
Ending Date: 3/31/01

Purpose: The purpose of this project is to investigate the impact of home, school, and personal setting events on the classroom behavior of students with emotional and behavioral disorders who also have a history of aggressive behavior.

Method: The project will develop and validate procedures to assess setting events. Development activities will include creating a panel of experts and consumers who will aid in producing a questionnaire to assess interpersonal states and environmental states that may be temporally distant from the students' aggressive behavior. Development and reliability testing of the procedures will be completed by the second year and from that time validity studies will be conducted to assess the predictability of the procedures in identifying setting events that influence the students' aggressive behavior and social interactions in the classroom.

Grant Number: H324C980087

Team Member's Sense of Self-Efficacy and Inclusion of Students with Augmentative Communicative Needs

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This 3-year research effort will evaluate the effectiveness of a multi-component intervention package to increase team members' sense of self-efficacy, with an expected collateral increase in the social and academic participation levels of students with severe disabilities who use augmentative and alternative communication systems (AAC).

Method: The project will employ a variety of research methodologies. During the first year, three focus groups will provide qualitative data on perceptions of factors affecting the inclusion of students with severe disabilities and AAC needs. A survey instrument will be developed and field-tested to form a reliable and valid self-efficacy instrument. During the second year, four inclusion teams representing the demographic diversity of California will participate in a multiple baseline time series study to evaluate a three-component intervention package designed to provide knowledge and experience in the development of AAC systems and in strategies to

promote interactive exchanges and active participation of the AAC user, resulting in a participation plan for each focus student. The third year will see outreach efforts made to eight additional sites.

Products: Anticipated direct and collateral outcomes of the project include increased inclusion team member sense of self-efficacy, increased social and academic participation of the focus students in the general education classroom, and participant satisfaction with the process and the results. The project will also result in an instrument to measure team members' sense of efficacy. This project will thus provide a sound empirical base for understanding how to achieve full inclusion of AAC users in the regular classroom.

Grant Number: H324C980092

Neuropsychological Development of School-Age Children Prenatally Exposed to Cocaine

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Beginning Date: 7/01/98
Ending Date: 6/30/02

Purpose: This project will determine the extent to which known levels of late trimester cocaine-exposure contribute to the developmental status of nine-year-old children. A longitudinal follow-up on children with known exposure levels will be examined relative to a group of children who were not exposed to cocaine and who are matched on gender, and age of mother. The developmental status and school behavior of the children will be studied in conjunction with environmental variables thought to be important factors in both early birth and later developmental outcomes to assess the importance of cocaine-exposure as one of the determinants of developmental status.

Method: Multivariate analyses will be conducted to estimate the relative risk of the two groups for both unique and combined developmental delays, to identify maternal and enviromental covariates which may explain variance in the higher risk cohort, to evaluate teacher reports on child behavior at the age of nine, and to determine through multivariate procedures the strongest predictors of these outcomes.

Products: The project will determine and describe the developmental status of two groups of nine-year-old children (low-cocaine-exposed and low-non-illicit-drug-exposed) in the areas of intelligence, academic achievement, language, attention, behavior, fine motor functioning, and physical development. A model will be developed to identify antecedent factors and latent variables which account for developmental status and school performance. The model will include multiple predictors such as exposure to drugs and family factors.

Grant Number: H324C980108

Communicative Development in Deaf, Hard of Hearing and Hearing Spanish-Speaking Children

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Beginning Date: 6/01/98
Ending Date: 5/31/01

Purpose: This research has been designed to extend the study of linguistic, cognitive, and social development established for the English-speaking population of deaf and hard-of-hearing children in Colorado to include the Spanish-speaking population of children with similar disabilities.

Method: The study will include instruments with established high measurement qualities, including instruments translated into Spanish and modified for use in a previously funded project with the Spanish-speaking children from 9 to 33 months. Further modification will allow for extension of measure to ages 34 months through 6 years.

Products: In order to assess the efficacy of intervention and to develop predictors, five studies will be completed. The first study will provide measurement documentation and evaluate relationships for normal hearing Spanish-speaking children (ages 36-72 months) with reference to linguistic and cognitive development. The second study will compare measures for 20 Spanish-speaking deaf or hard-of-hearing children with norms from the first study. The third study will include comparisons of the measure from Study II to peers from English-speaking homes. A fourth study will compare the total Colorado sample of Hispanic deaf or hard-of-hearing children from English-speaking homes to peers who are non-Hispanic. The last study will develop models predicting outcomes based on longitudinal samples for both Spanish-speaking and English-speaking Hispanic populations.

Grant Number: H324C980115

Resilience in Students with Traumatic Brain Injury (TBI): A Longitudinal Investigation

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Beginning Date: 10/01/98
Ending Date: 9/30/03

Purpose: This project will track post-secondary outcomes for students with traumatic brain injury (TBI) and will identify factors that contribute to resilience in these individuals. Project results will allow educators and community service providers to concentrate resources on those interventions that promote successful adult adjustment.

Method: The project will employ quantitative and qualitative research methodologies. A subject sample of 120 secondary students with TBI will be chosen, representing characteristics that are crucial to the investigation of resilience in this population. Data gathered from the measures during the project will be summarized and comparisons of transition outcomes will be conducted. To gain a greater understanding of the interaction of factors on resilience in individuals with TBI and to document the effect of special education interventions, qualitative data will also be collected on what specific factors appear to contribute to or impede resilience.

Products: The detailed, longitudinal information about outcomes for students with TBI will be useful to educators, community service providers, employers, and medical personnel throughout the country. Educators, students with TBI and their families will benefit from information about the type of school based services that are beneficial to students with TBI when they reach adulthood. The qualitative component of the project will yield information about specific features of these services and details of their implementation that enhance their effectiveness.

Grant Number: H324C980118

Preventing Reading Failure in At-Risk Kindergarten Children

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Beginning Date: 8/15/98
Ending Date: 8/14/02

Purpose: The purpose of this project is to prevent the development of reading disability and related problems in at-risk, disadvantaged minority student, preventing their placement in special education. The project will partner with two elementary schools, one predominantly serving Hispanic children, and the other African-American children. Kindergarten teachers in these schools will work with project staff to implement a research-based phonological awareness program in their classrooms.

Method: Participating kindergarten teachers will be taught the research-based intervention and will design their own lesson plans based on the intervention manual but tailored to their own needs and situations. Kindergarten children will be screened to assess their risk for reading failure and then randomly assigned to experimental and treated control groups, and the teacher will implement the intervention. The two groups of children will be assessed with multiple measures in kindergarten, first, and second grades.

Products: Expected outcomes and products will include direct benefits for 160 disadvantaged minority children with regard to reading mastery, possibly more if the intervention is sustained over time, and participating kindergarten teachers will gain enhanced knowledge and skills. "Teacher evaluated" lesson plans will be published, as will an accompanying teacher manual related to the intervention.

Grant Number: H324C980133

Maximizing School Adjustment for Students with Learning Problems Making the Transition into Middle School

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Beginning Date: 9/01/98
Ending Date: 8/31/01

Purpose: This project addresses a major priority of IDEA—to develop innovative approaches and strategies that enable children with disabilities to make effective transitions between educational settings and improve educational and transitional results for students with disabilities at all levels. It will follow and intervene with approximately 350 fifth-grade students with learning problems and their general education classmates as they move into middle school.

Method: The research design includes two waves of fifth-grade cohorts, plus a baseline control group of sixth graders and seventh graders drawn from six participating middle schools prior to any interventions. Students will be involved in one of three intervention conditions (randomly assigned to individual student-focused interventions, school-wide interventions, or both) that start in fifth grade and continue into sixth grade. First wave cohorts will be assessed for short-term (end of sixth grade) and sustained (end of seventh grade) effectiveness of the three intervention conditions. Second wave cohorts, drawn from the classes a year behind the first wave cohorts, will be involved in interventions that are implemented by the schools themselves, providing information regarding the ease with which the interventions may be implemented and sustained by the schools alone.

Products: The project will help provide answers regarding the effectiveness of the intervention components on the stress, social support, and school adjustment of students with learning problems and without. It will provide information about the sustainability of the school changes that are brought about by the intervention component and the overall role that teachers and parents can play in enhancing the potential for better school adjustment.

Grant Number: H324C980137

Project ANSER: Addressing the Needs and Supports of Educational Reform for Students with Disabilities

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Beginning Date: 8/21/98
Ending Date: 8/20/01

Purpose: This project, a cooperative effort among several universities, will systematically investigate reform in the public schools, specifically focusing on how reform efforts affect students with disabilities.

Method: The first stage of the project will identify characteristics, barriers, practices, and human and material resources necessary for effective school reform. Stage two will focus on the effects of reform on school and classroom climate, including effects on teacher and administrator attitudes, instruction, student behavior, and student achievement in general and special education.

Products: In stage three of the project, empirically derived modules will be developed for training administrators about creating and implementing school reform.

Grant Number: H324C980138

In-Reach: An Investigation of a Collaborative Transition Model from NICU to Early Intervention

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Beginning Date: 7/01/98
Ending Date: 6/30/01

Purpose: This project will create a clearer understanding of how Part C eligibility requirements are used in the decision making process to determine placement of Neonatal Intensive Care Unit (NICU) graduates; provide a seamless, family-friendly transition model from NICU to home and Part C services; and provide an intervention model designed to support mutual competence between parent and child, to enhance parent-child relationships, and to build parent self-confidence in understanding the needs of the child.

Method: A quasi-experimental research design will use both quantitative and qualitative methodologies (mixed-methods design) to examine the processes and outcomes of the investigation of between-group differences across three cohorts of subjects. The project will incorporate participatory action research methodology. An advisory consortium, including hospital staff involved with NICU activities, parents, representatives from the state and local Part C agencies, and Early Intervention Research Institute staff, will be involved in all phases of planning, implementing, and disseminating project activities.

Products: The products will include end-of-year reports, summaries of intervention and training evaluations, dissemination of findings via conference presentations/manuscripts, training materials, manuals, and videos for general replication of the model by early intervention programs.

Grant Number: H324C980156

Project Optimize: Optimizing and Sustaining Early Reading and Vocabulary Growth for Students with Developmental Delay or At Risk of Reading Disability

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Beginning Date: 10/01/98
Ending Date: 9/30/03

Purpose: Project Optimize is a five-year longitudinal program of research to investigate and validate: 1) the components of intervention necessary to optimize literacy trajectories of children who have language/reading disabilities or are at risk of reading delay due to word recognition and word meaning difficulties; 2) the intensity of intervention necessary for students to achieve satisfactory trajectories and to sustain them over time; and 3) the effects of early reading/vocabulary intervention on immediate and long-term reading achievement and special education needs.

Method: Three research methodologies will be employed: experimental group research to investigate inter-individual differences; descriptive research to examine intra-individual growth curves and response to instruction; and case-study methods to provide in-depth understanding of students with reading disabilities. A total of 120 students from 6 schools will participate in a series of 12 studies over the 5-year period. Measures from four constructs (prereading, vocabulary, word recognition/decoding, and comprehension) will be collected formatively and analyzed through multivariate analyses of variance and individual growth curve analyses.

Products: Products will include research reports documenting the effectiveness of individual and combined literacy and vocabulary components for students with literacy deficit or delay; reports documenting early reading and vocabulary trajectories of students with disabilities or at risk for reading failure; and curricular materials and manuals delineating effective instructional intervention guidelines and procedures.

Grant Number: H324C980163

Mastery Project: To Reduce or Prevent Serious Emotional Disturbance among Preschoolers with Significant Behavior Problems by Providing Comprehensive Classroom and Family Intervention using a Transagency Service Delivery Model

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Beginning Date: 8/01/98
Ending Date: 7/31/01

Purpose: The purpose of this project is to reduce or prevent serious emotional disturbance among preschoolers, thereby reducing the need for more restrictive and expensive special educational services. Intensive on-site consultation/intervention will be provided by professionals and parent consultants to teachers/staff of preschoolers with significant behavior problems and their families. Interventions will include: individualized service plans, individual and classroom-based behavior management, social skills training, parent behavior management train-

ing, family support, and coordinated formal and informal community-based services. Services will be designed, implemented, and evaluated using a family-centered/wraparound/transagency approach.

Method: Over the course of the project, approximately 100 preschoolers with significant behavioral problems at risk for serious emotional/behavioral disturbance will be assigned to either an Evaluation Only Control Group or an Intervention Group, with half of the sample drawn from Massachusetts and half from North Carolina Head Start programs. Child, family, staff/teachers, and system outcome measures will be obtained prior to the intervention, at the end of the school year, at one year follow-up for 100 children, and at two year follow-up for 50. Multivariate analyses of variance and regression analyses will be conducted to determine positive outcomes of the intervention program measured over a period of time, child and family factors that increase or mediate risk or resilience for these children, and whether an effective transagency process of service delivery can be established for preschoolers with significant behavior disorders.

Products: Participation in the parent training component will result in increased parenting skills and a greater understanding of their child's strengths and needs. As a result of the transagency service delivery model, families will have a greater voice in the design and provision of educational and supportive services, and a greater knowledge of community supports and how to access them. Teachers will increase their knowledge of children at-risk for serious emotional disturbance and how to use the transagency approach with new children entering the program. Data regarding the efficacy of the transagency model will advance knowledge about the coordination of education with health and social services. Benefits for the children, families, professionals within training sites, their communities, as well as the larger professional community and the public, include training for school personnel to implement a proven early childhood service model and best practice intervention strategies.

Grant Number: H324C980165

In Search of an Exemplary Special Education Referral and Decision-Making Process for Culturally and Linguistically Diverse Students

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Beginning Date: 9/01/98
Ending Date: 8/31/01

Purpose: This project will develop research to understand and explain how the processes used to identify, assess, and place students in high-incidence special education programs may contribute to the overidentification and overrepresentation of ethnic minority students in such programs. The project will identify referral and placement decision-making processes that successfully prevent overidentification and overrepresentation while also providing beneficial educational outcomes for students.

Method: This research will be conducted as a three-phase process, moving from a description of county-wide placement rates and referral/placement policy, to an examination of the implementation of the referral/placement policy in 12 schools, to individual case studies of 12 students. During Phase 1, data collection will occur on placement rates and policy in the six administrative regions of DCPS by examining figures and policies, and by interviewing special education administrators. During Phase 2, data collection will occur on placement rates and processes in 12 schools including four predominantly Black (including African American and Haitian), four Hispanic (mixed nationalities), and four mixed populations. From each ethnic cluster, selection of two schools with high rates of special education placement and two schools with low rates will take place.

Products: In-depth case studies of 12 students will be conducted. Data collection will include interviews with students, families, and relevant school personnel, as well as observations of applicable school processes (such as classrooms, placement meetings). A theory will be developed that explains the processes used to identify, assess, and place students in high-incidence special education programs contribute to the overidentification and overrepresentation of ethnic minority students in such programs. A set of recommendations for an exemplary referral and decision-making process also will be developed.

Grant Number: H324C980167

Improving the Social Adjustment of Students with Mental Retardation: An Intervention Based on a Social Information Processing Model

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Beginning Date: 9/01/98
Ending Date: 8/31/01

Purpose: The goal of this research project is to implement and assess an intervention that is based on the social information processing model and that is designed to improve the social adjustment of children with mental retardation in regular education settings.

Method: The project will follow 120 students with mental retardation as they progress through third, fourth, and fifth grades. Sixty students will receive a comprehensive intervention which includes individual, small, group, and class-wide activities. In each of the three years, children will undergo a process of assessment/intervention/assessment. Teachers will receive training and technical assistance to enable them to implement the small-group and class-wide components, while project staff will implement the individual instruction. Students' improvement in social behavior, social relationships, and social information processing skills will be assessed, taking into account child and classroom characteristics.

Products: Social adjustment is a central goal of inclusion, and the model of social information processing developed by this project will help to serve as the basis for nationally implemented interventions with at-risk children.

Grant Number: H324C980174

Observations of Activities and Tasks of Paraprofessionals in Inclusive Elementary Classrooms

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: The purpose of this project is to determine what is occurring in elementary classrooms staffed by both a teacher and a paraprofessional. Four objectives will be addressed: 1) to assess the nature of the activities, roles, and functions of paraprofessionals assigned to assist children with disabilities in general education elementary classrooms; 2) to validate observed activities, roles, and functions of paraprofessionals assigned to general education elementary classrooms that include a child with disabilities; 3) to assess the efficacy of training paraprofessionals using a description of activities as a basis for change; and 4) to develop and disseminate a monograph describing the patterns of use of paraprofessionals.

Method: A quantitative, interval-based observation of paraprofessionals and children with moderate to severe disabilities in 36 classrooms will be conducted. Interviews with participating teachers and paraprofessionals will be conducted to elicit suggestions and recommendations for behavior and training.

Products: Results will yield descriptions of patterns of paraprofessional behavior which will be validated for their generalizability through a national survey of teachers and paraprofessionals. A monograph describing the extant and desirable practices will be disseminated through several mechanisms.

Grant Number: H324C990012

A Longitudinal Follow-up of Graduates from Two Contrasting Preschool Instructional Models: Phase 3

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Beginning Date: 4/01/99
Ending Date: 3/31/03

Purpose: This project will conduct a four-year Phase 3 follow-up study on a sample of 205 students with disabilities who were educated in two highly contrasting preschool instructional models and who have been followed prospectively. The study is unique in special education in its combination of large sample size, random assignment to initial intervention, and length and completeness of follow-up. The Phase 3 follow-up will enable the researchers to collect data out to age 18 for nearly all of the study subjects.

Method: The project has maintained 85% of its original preschool sample, guaranteeing the validity of the longitudinal research findings. The sample will be measured by sets of cognitive and academic achievement meas-

ures and measures of adjustment and social development. By looking at developmental profiles that address such issues as when children become competent readers, their placement in regular or special education or movement between the two, the development of affective behavior through adolescence, and attitudes toward school and life after school, informed conclusions can be drawn from the data collected by the project about what actually happened to the large group of students with disabilities under study since early childhood. A database of analytical information will be set up using the results of the measurements.

Products: The database of information will be unique and important when considering such issues as whom to serve and when to serve them, as well as in regard to more traditional curriculum comparisons.

Grant Number: H324C990018

Secondary Special Education Students' Performance in Block vs. Traditional Schedules

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Beginning Date: 7/01/99
Ending Date: 6/30/02

Purpose: This project will study and develop preliminary answers to four critical questions: 1) To what extent do special education students participate in block scheduled classes?; 2) What differences, if any, exist in the performance patterns of special education students enrolled in various block schedule configurations compared to special education students' performance patterns in secondary schools that follow a traditional class schedule?; 3) How do the performance patterns of special education students in block scheduled schools compare with the performance patterns of their non-special education classmates?; and 4) How do the performance patterns of special education students in traditionally scheduled schools compare with the performance patterns of their non special education classmates?.

Method: This project will select a stratified random sample (rural, suburban, urban) of eight Wisconsin secondary schools that followed a block schedule for four or more years (ensuring sufficient time for effective implementation) and eight that follow a traditional schedule. From their pool of 12th graders, a random sample of 360 special education students will be drawn, stratified across exceptionality categories and 360 non-special education 12th graders stratified across college prep and tech prep career paths. The total "n" for this phase of the study is 720. From the pool of educators serving the 12th graders in the sample schools, a selection of a random sample of 180 staff will be made, stratified across block and traditional schedules and across employment roles. A pilot test will be developed and student data collection protocols will be revised. Data will be collected containing students' and districts' records on key dependent and independent variables. A written survey will be designed, piloted, revised, and administered to the educator sample. A cross-validation study will be conducted of findings using new data from a new random sample of eight secondary schools following block schedules and eight following traditional schedules. Project staff will select from the cross validation schools a total sample of 120 special education 12th graders, 120 non-special education 12th graders, and 90 12th grade instructors using the same stratification, random selection procedures, and data collection protocols as before. This new data set will be used to test the predictive power explanatory value of any hypothesis that received statistically significant support (at the .05 level or greater) in the first phase of the study.

Products: The project staff will prepare and disseminate findings using electronic, document-centered, and face-to-face methods.

Grant Number: H324C990031

Study of the Acquisition, Maintenance, and Generalization of a Cognitive-Behavioral Intervention to Prevent or Remediate Disruptive and Aggressive Behaviors in Inclusive School Settings

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Beginning Date: 8/01/99
Ending Date: 7/31/02

Purpose: This project will enhance the potential for regular education students at-risk, with behavior problems, and also those diagnosed with emotional and behavioral disorders (EBD) to succeed in the general education classroom. The focus of this project is to examine the effectiveness of using a cognitive-behavioral intervention (CBI) to: 1) improve fourth-grade and fifth-grade students' ability to regulate their own behavior, and 2) provide socially appropriate strategies to counter chronically disruptive behavior and aggressive behavior patterns. The cognitive-behavioral model engages the relationship between internal cognitive events and overt behavior change through teaching strategies that promote self-regulation, guide performance, and reduce inappropriate behavior. Incorporating a proactive approach to behavior management, CBI helps students analyze their performance, develop flexible behavioral repertoires, and persist in the face of difficulty.

Method: This project will increase the knowledge and understanding of CBI's usefulness for preventing and remediating aggressive and disruptive behaviors for students in the general education environment by determining the following: 1) general levels of knowledge, attitudes (i.e., about anger management, ways to communicate effectively, effective problem solving), and behaviors of fourth and fifth graders in public school, and their relationship to variables such as gender, race, achievement, socioeconomic status, and special education placement; 2) the effect of CBI on knowledge, attitudes, and behaviors of fourth and fifth graders, including those at risk and with behavioral problems, and maintenance of those effects over time; 3) how the duration of CBI instruction (i.e., treatment intensity) affects levels of knowledge, attitudes, and behaviors of fourth and fifth graders, including those at risk with behavioral problems; 4) the effect of using pull-out versus regular classroom CBI instruction on knowledge, attitudes, and behaviors of fourth and fifth graders at risk and with behavioral problems; and 5) through a case study of highly disruptive students with EBD, whether CBI instruction generalizes to other settings (e.g., playground, cafeteria, hallway, bus, home).

Products: In addition to manuscripts, reports, and digests to be disseminated to various organizations, the project will provide participating schools and school districts executive summaries of each year's project activities and results; a newsletter will share ongoing research that can have a positive impact on educators throughout the state of Florida. A home page will be established to describe and advertise the project, to post summaries of project findings, and to facilitate communication with consumers. Further dissemination outlets will be sought for the collaborative dissemination of projects funded to prevent serious emotional disturbances among children and youth.

Grant Number: H324C990039

Early Identification of Children with Autism Spectrum Disorders

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Beginning Date: 6/01/99
Ending Date: 3/31/03

Purpose: The primary aim of this project is to assess the validity of a new screening instrument for autism, the Screening Tool for Autism in Two-Year-Olds (STAT), an empirically based measure developed for use by community professionals working in early identification and intervention settings. The secondary aim is to examine the relative contribution of child and environmental factors to diagnostic improvement in children with autism spectrum disorders.

Method: A sample of 240 children will be screened with the STAT at age two, and will receive independent diagnostic, cognitive, and language evaluations. Children who receive a clinical diagnosis of autism or who fail the STAT will receive follow-up diagnostic, cognitive, and language evaluations for two consecutive years. This design will allow for analysis of concurrent and predictive validity of the STAT as well as evaluation of factors related to diagnostic stability.

Products: The project will contribute to the issue of under-identification in autism by: 1) facilitating early identification of young children with autism, which will allow them to participate in learning environments that have been shown to be successful; 2) determining the efficacy of the STAT; 3) developing a hands-on instrument for use in community settings by early childhood and child-find personnel; 4) disseminating information that will encourage early childhood teacher training programs to include autism; and 5) disseminating information that can be used to encourage states to expand opportunities for children under three years. The results of the project will serve to further knowledge about autism and improve best practices.

Grant Number: H324C990040

Is Prelinguistic Communication Intervention Necessary?

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Beginning Date: 7/01/99
Ending Date: 6/03/03

Purpose: This project will address a question of fundamental importance to early intervention practice and policy: Does a comprehensive prelinguistic communication intervention, implemented one year prior to a comprehensive language intervention, result in young children with disabilities achieving significantly more advanced communication and language development than children who receive only the later-administered language intervention?

Method: A longitudinal, experimental design study will be developed to answer this question. Sixty (N=60) young children with initial evidence of mild to moderate mental retardation and prelinguistic communication skills similar to those of nine to 15 month old typically developing children and their primary caretaker will be recruited through local early intervention programs. They will be randomly assigned to one of two groups. Children assigned to Group A will immediately receive a comprehensive six-month prelinguistic communication intervention. The intervention will consist of staff-implemented prelinguistic milieu teaching and responsive interaction training for parents. At the end of a subsequent six-month maintenance period, they will receive six months of comprehensive early language intervention. Children assigned to Group B will receive no project-implemented intervention for 12 months, then they will receive the same early intervention language intervention for six months as children in Group A. The communication and language development of all children in both groups will be assessed at four points: at pretreatment and then at 6, 12, and 18 months. These assessments will include key measures of receptive and productive language development and use. The longitudinal, experimental design will allow several critical comparisons to be made including the effects of prelinguistic communication vs. no intervention and the effects of prelinguistic communication intervention plus later comprehensive language intervention vs. later comprehensive language intervention.

Products: The outcome of this project will have direct implications for the emphasis and focus of intervention efforts with children between the ages of two and four years. The results of this study will be submitted for publication. Presentations at conferences will take place and manuscripts will be written.

Grant Number: H324C990042

Early Identification of Children with Fragile X Syndrome

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Beginning Date: 7/01/99
Ending Date: 6/30/02

Purpose: Most children with fragile X syndrome are not identified as having a genetic disorder until age three or older. Earlier identification would facilitate earlier entry into early intervention programs, could reduce or eliminate frustrating interactions between families and professionals over the diagnosis, and would provide families important information about genetic risks. This project will engage in a variety of activities designed to improve knowledge about early development in fragile X syndrome and improve early identification practices.

Method: Multiple measures and approaches will be used to describe the development of infants with fragile X syndrome during the first 18 months of life. The project staff will review current practices and guidelines related to the decision to refer a child for genetic testing. Following these efforts, project staff will develop and test a revised set of guidelines for deciding whether to refer a child for genetic testing for fragile X syndrome. Finally, the project staff will work with geneticists, parents, early intervention professionals, and policy makers to review the costs and benefits of universal genetic screening versus continued reliance on behavioral observation.

Products: The project staff will continue to publish research in peer reviewed journals. Nine papers will be produced during the course of the project. Findings will be presented at major conferences, targeting selected information to the variety of consumers. A World Wide Web site will be established for this project. The World Wide Web site will provide general information to parents and professionals about early identification and screening and provide links to various national resources. In addition, the project will provide readable sum-

maries of project work, both work in progress and findings from completed projects. The home page of the World Wide Web site will be updated monthly.

Grant Number: H324C990048

Bilingual Exceptional Students: Effective Practices for Oral Language and Reading Instruction

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: The Bilingual Special Education Program, Department of Special Education at The University of Texas at Austin, in cooperation with the Office of Bilingual Education, will conduct a study to develop profiles of limited English proficient (LEP) Hispanic students with reading-related learning disabilities (LD) and to identify instructional strategies that are effective in developing oral language and reading skills in Spanish and English.

Method: During Phase I, all Hispanic LEP students having reading-related disabilities in six Pre-K-5 elementary schools that offer bilingual special education services will comprise the sample. Archival data from district records will be collected to: 1) describe students' demographic characteristics at entry into special education; 2) document the range and types of reading-related difficulties for students of varying language proficiencies; and 3) describe instructional recommendations made by the Individual Educational Plan (IEP) committee. Phase I will provide profiles of LEP students with reading-related LD. During Phase II, a cohort of second-grade LEP students with reading-related learning disabilities (N=15 students in year 1 and N=30 students in years 2 and 3), their families, and their general and special education teachers will comprise the sample. Data will include classroom observations, teacher and parent interviews, and student assessments to gauge reading progress.

Products: Anticipated outcomes include the identification of: 1) instructional arrangements, strategies, and approaches that promote literacy acquisition for LEP students with reading-related LD at various levels of Spanish/English proficiency; 2) identification of home/community supports available to children for literacy development; 3) the nature of collaboration among bilingual, general, and special education programs; and 4) teachers' perceptions regarding students' reading difficulties. A comprehensive literature review will also be produced and disseminated. Ultimately, the products of this study will help school districts design programs and services consistent with the literacy needs of LEP students.

Grant Number: H324C990052

Assistive Technology Expert System

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Beginning Date: 8/01/99
Ending Date: 7/31/02

Purpose: The goal of this project is to develop an expert system that will equip service providers with guidelines for selecting assistive technologies based on specific student needs and functions.

Method: The project activities will include: 1) identifying human functions that become barriers to students with disabilities for meeting their educational goals; 2) identifying typical demands of various educational settings; 3) identifying demands of assistive technologies; 4) validating the relationships among human functions, environmental and technological demands, and assistive device functions; 5) organizing this knowledge into an expert system for "non-expert" use; and 6) disseminating the expert system nationally via the World Wide Web.

Products: The resulting product will be an interactive, question-driven database posted on the World Wide Web.

Grant Number: H324C990059

Post Secondary Status of Early Intervention Program Participants

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Beginning Date: 10/01/99
Ending Date: 9/30/02

Purpose: This project will conduct a second-generation research study to examine the long-term effects of early intervention on children and their families. The two major goals of the study are: 1) to establish the postsecondary status of adults with disabilities who participated in an early intervention program during their infant, toddler, or preschool years, and to relate differences in postsecondary variations to differences in experiences or opportunities during the early periods of development; and 2) to conduct case studies of persons having relatively similar kinds of experiences from birth to 18 years but who have different postsecondary outcomes, to ascertain the reason for their different courses of life. This investigation will yield the first longitudinal long-term follow-up data on children with disabilities who have reached the age of 18 years.

Method: The investigation will involve the long-term follow-up of 300 children who participated in an early intervention program begun in 1972. Data will be collected from previous program participants who are now 18 years old or older. Multiple regression analysis by sets will be the principal means used to assess the long-term outcomes of early intervention and cluster analysis will be the principal means to identify the experience clusters from the early intervention/preschool, elementary school, and secondary school variables.

Products: The study will provide needed empirical second-generation evidence about the long-term effectiveness of early intervention with children with disabilities and their families. It will allow researchers and other stakeholders to better understand the reasons for variability in adult status outcomes among young adults who experience a similar set of early intervention and school experiences. This will lead to a better understanding of the kinds of educational experiences that are most likely to influence postsecondary outcomes for children with disabilities and their families. The results of the investigation will be presented at professional conferences and published in journals as well as distributed to the families whose children participate in early intervention and education settings.

Grant Number: H324C990063

Conceptual Approaches to Teaching History to Students with Learning Disabilities in Integrated Settings

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: The purpose of this project is to develop, field-test, and rigorously evaluate two contrasting approaches to history instruction with students with and without learning disabilities in inclusive middle school settings. The first approach to history instruction is a structured approach in which "Concept Maps" are used to provide students with a visual depiction of text structures. In the second approach, "Questioning the Author," teachers model an array of text structures in highly interactive learning environments.

Method: Four studies within two phases will be used to develop, field-test, and evaluate the effectiveness of these two approaches in helping students learn history and develop the ability to reason historically. Regular classroom observations will be conducted to determine how the instructional approaches are actually translated into classroom practices. Both quantitative and qualitative measures encompassing performance-based indices of student learning will be used to assess student understanding of key concepts, issues, and events in history, as well as their ability to think and reason historically.

Products: A major thrust in the dissemination will be presenting the findings to professionals working directly with students with learning disabilities. Widespread dissemination will be achieved through the role that the Eugene Research Institute will play as a part of the Elementary and Middle Schools Technical Assistance Center, a national dissemination effort to provide technical assistance to school districts. Professional development materials will be developed. Project findings will be disseminated at statewide and regional conferences. State-of-the-art electronic dissemination methods, including publishing materials on the World Wide Web.

Grant Number: H324C990069

Motivating for Competence: Integrating Child and Family Mastery Motivation Techniques into Provider Intervention for the Micropreemie

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Beginning Date: 9/29/99
Ending Date: 9/28/02

Purpose: Project Motivating for Competence will examine how early intervention can be most effective in preparing children for the regular education classroom. The central focus of the project is that children who are born extremely premature have a high likelihood of subtle neurological and learning issues. It will expand the discussion of implementation of mastery motivation techniques in early intervention service delivery by comparing preschool competence outcomes in a group of micropreemies that receives this type of early intervention and a group that does not.

Method: The project will address the areas of competence during infant/toddler years (regulation, developmental milestones, and mastery motivation) and how they affect preschool and school-age competencies. Project Motivating for Competence will train and support early intervention providers to expand their strategies for working with young children, discussing interventions with parents, and enhancing competence by looking beyond developmental milestones and the qualitative differences within those milestones to examine how the child achieves his/her goals and how the parent responds to and facilitates the acquisition of those goals.

Products: The results of this project will advance innovative early intervention strategies to address all aspects of overall competence and to provide insight into the foundation for successful school competence. The project will contribute to the advancement of a competence theory that defines the tools a child needs for successful functioning. Results will be disseminated to communities of early intervention and preschool practitioners whose work is directly involved with children and families and to the families themselves. Findings and products will be disseminated through journal articles and conference presentations.

Grant Number: H324C990074

Prevention of Social and Behavioral Problems: Steps to Achieving Resilience (STAR)

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: This project will develop, implement, and investigate the effectiveness of a comprehensive, multidimensional package of interventions in promoting the development and well-being of preschool children and preventing the occurrence of social and emotional problems in later years.

Method: The field-initiated research project will develop and test interventions designed to impact factors in the preschool years that are predictive of later social/behavioral problems. Two hundred preschool children and their families in two cohorts will receive intervention over the three years of the project. Three levels of intervention will be investigated, each level being provided in addition to previous levels: 1) Universal: Classroom-Based Teacher Training; 2) Selected: Small Group Parent Education and Support; and 3) Indicated: Individualized Home-Based Support and Tutoring.

Products: The impact of this project will be to produce classroom- and home-based interventions that will enhance preschool children's social development and school performance and increase the likelihood of children's future success, reducing the risk of social/behavioral problems and the need for the provision of special education and related services. The following products will be prepared: presentations for professional conferences and university seminars, articles for journal publications, ERIC documents, monographs, a manual, and inservice training and consultation.

Grant Number: H324C990082

An Investigation of Hispanic Juveniles with Specific Learning Disabilities

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Beginning Date: 7/01/99
Ending Date: 6/30/02

Purpose: The University of Puerto Rico (UPR) will conduct research on the number of Hispanic juveniles with specific learning disabilities (HJSLD) in correctional institutions. Having a specific learning disability (SLD) and being Latino and poor puts a young male at-risk of prolonged school failure, dropping out of school, and facing the law. This three-year study will improve human and educational services for HJSLD, aimed at finding out the differences between HJSLD and boys with SLD who have never faced the law, determining current correctional service conditions for HJSLD, and developing and implementing a new correctional SLD service paradigm based on project findings.

Method: This project will consist of four stages. In Year One, the histories, traits, and environments of 20 male delinquents with SLD will be compared with 20 matched boys with SLD; the services that the 20 juveniles are receiving will be compared; and a new juvenile service paradigm for SLD will be developed in an interdisciplinary and interagency process. In Years Two and Three, an investigation will be conducted into the impacts of the new paradigm on the same 20 juveniles when implemented in a Puerto Rico (PR) juvenile institution.

Products: The project staff will produce and disseminate research reports on the new juvenile SLD intervention model and its effects, resulting juvenile Spanish assessment and intervention instruments, team work guidelines for HJSLD, and additional research and training agendas.

Grant Number: H324C990083

Assessment-Based Intervention for Special Education Students with ADHD

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Beginning Date: 10/01/99
Ending Date: 9/30/02

Purpose: The project consists of three interrelated studies that apply and extend results of research on matching theory to the assessment and treatment of academic and behavior problems of children with attention deficit/hyperactivity disorder (ADHD) in urban elementary schools.

Method: In the first study, the project will evaluate a practical, computerized assessment methodology for identifying individual sensitivities to variables that affect the choices of children with ADHD (n=30). In the second study it will evaluate the extent to which choices (representing self-control vs. impulsivity) can be established through changes in those variables (N>15). In the third study, project staff will work with school personnel in the design, implementation, and evaluation of classroom interventions informed by results of the choice assessments to address students' educational and behavioral needs (N=15). The experimental methodology will involve direct measurement of independent and dependent variables using computerized data collection and single-case experimental designs.

Products: The project has the potential to contribute to knowledge and practice by: 1) encouraging a functional conceptualization of the behavioral and educational excesses (impulsivity) and deficits (self-control, attention to task) of children with ADHD; 2) providing an objective, conceptually systematic, empirically based assessment of behavior characteristics of ADHD that can be used to both inform and evaluate treatments; 3) developing a computer program for use as both an assessment and individually tailored instructional tool; and 4) providing information on the design of effective and ecologically valid interventions to address the needs of special education students with ADHD in general education classrooms. A newsletter article will be prepared, presentations will be made at local seminars and conferences, and manuscripts will be prepared for publication. The project staff will prepare a brief description for listservs and World Wide Web sites (including availability of software program). Annual reports will be prepared for distribution to agencies and clearinghouses.

Grant Number: H324C990090

School-to-Work Connections: Non-Traditional Career Opportunities for Females with Disabilities

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Beginning Date: 10/27/99
Ending Date: 8/20/01

Purpose: This project will explore female participation in nontraditional vocational education, an area where research on the participation and outcomes for females with disabilities is virtually missing from the literature.

Method: The project will consist of six studies over a three-year period. The research will identify factors that contribute to and predict the successful participation of females with disabilities in nontraditional vocational education programs, and it will explore the relationship between participation in nontraditional vocational education programs and post-school outcomes. The project will investigate the factors relating to facilitating success for this population and the relationship between these factors and specific postschool outcomes. It will identify the specific barriers that females with and without disabilities have encountered in nontraditional programs and strategies they used to overcome those barriers.

Products: In order to link this research to practice, a consulting team will develop a specific set of recommendations for the National School-to-Work Office and the Illinois State Board of Education that includes problem-specific strategies, target audiences, responsibilities of state agencies, impact, and evaluation measures.

(84.023D and 84.324D) Directed Research Projects

Grant Number: H023D970100

Building Capacity for Reform: Creating High Performing Schools for ALL Students

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Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: This project extends the research of the Center for Research on the Impact of General and Special Education Reform of the University of Maryland. The University will conduct a three-year longitudinal study of two schools in each of three school districts that are actively implementing state or local reform efforts. The project will extend previous research to focus on individual schools, outcomes of students with disabilities, and their access to curriculum.

Method: Based on "beacons of excellence" criteria, the individual schools within each district will be intensively studied to monitor student progress and to describe factors that have contributed to the school's capacity to produce exemplary results. The study will identify, validate, and apply criteria defining "exemplary results" for students with disabilities. It will help document and describe critical organizational and instructional features of exemplary schools and districts.

Products: The school districts in the study are involved in implementing new content and student performance standards and a comprehensive program of traditional and performance assessments used for school and student accountability. This project will contribute to these programs by developing and disseminating a framework for building the capacity of the schools to achieve exemplary results for all students and by helping to develop ways to enhance regulatory and fiscal flexibility across programs and within schools.

Grant Number: H023D970102

Beacons of Excellence: Achieving Exemplary Results for Students with Disabilities in Secondary Education

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Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: The purpose of this project is to study how policies, procedures, curriculum, staffing, school climate, support services, community involvement, and other factors contribute to student success at secondary schools that obtain exemplary results for all students, including students with disabilities.

Method: In this directed research project, the Institute on Community Integration intends to develop criteria for identifying secondary schools achieving exemplary results for students in general and special education. It will conduct a national search to identify schools that have been successful in serving students in targeted outcome areas and it will identify and examine the factors relating to achieving exemplary learning results specifically for students with disabilities.

Products: The project will communicate and disseminate the findings to professionals, family members, and others, in order to impact the learning results of youth with disabilities in secondary schools. The project will link with national programs recognizing excellence to provide guidelines for integrating the education of students with disabilities into their selection criteria. Through its link to the Council for Exceptional Children, the project will extend its connection to a diverse group of associations and networks to facilitate the broad-based acceptance, promotion, and adoption of knowledge and practice to improve learning results for youth with disabilities in secondary education across the country.

Grant Number: H023D970106

Beacons of Excellence: Case Studies of Inclusive Urban Middle-Grade Schools

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Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: This project will identify and study three high-performance, inclusive urban middle schools in order to illuminate the factors that contribute to exemplary learning outcomes for students with disabilities, within a rigorous curriculum.

Method: The project will identify the critical features of middle schools that support exemplary learning results for students with disabilities, how students with different disabilities experience the curriculum and daily life in

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these schools, the impact of the curriculum on their learning, and the contextual factors in the district and community that contribute to or impede the schools from achieving positive learning results for students with disabilities.

Products: During its first year, the project intends to publish a call for applications and to conduct validation site visits. In the second year, multicultural research teams will develop case studies collaboratively with three schools by surveying teachers and students, identifying district assessment policies, shadowing individual students, collecting samples of curricula and student work, talking with parents, and interviewing staff. Products to be developed will include case studies, a video, an observation format, and an on-line "virtual tour" and will be disseminated for practitioner, parent, and policy audiences to help young urban adolescents with disabilities succeed socially and academically.

Grant Number: H023D970107

Beacon Schools of Excellence: Replicating Exemplary Practices

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Beginning Date: 10/01/97
Ending Date: 9/30/01

Purpose: This project proposes a three-phase procedure to identify high-performing or "beacon" schools at the elementary level, grades 1-5, to identify factors contributing to the academic success of students with disabilities in the context of exemplary learning results for all students, and to develop and disseminate procedural information intended to operationalize the practices in the schools identified as exemplary and to provide criteria to evaluate such practices.

Method: Educational practices will be examined at three levels: school, classroom, and individual student. Comparisons will be made between high- and low-performing academic environments relative to each level in order to identify the practices most highly related to the academic success of all students. The project will focus on schools within the lower sociometric status range, where schools face the most difficult challenges when educating students.

Products: The project intends to develop a procedure-implementation manual operationalizing the practices in the exemplary schools and provide a means through which program evaluation of such practices can be achieved. It also intends to replicate the identified factors and established procedures within low-performing school environments, helping to ensure the integrity of the implementation procedures, to provide validational support for the importance of the identified factors.

Grant Number: H023D970203

Families and Schools Together: An Experimental Analysis of a Parent-Mediated Early Intervention Program for Elementary Children

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Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: This project proposes a three-year experimental study of a multifamily, early intervention program called Families and Schools Together (FAST) to support the special education goals of children with emotional disabilities, by engaging low-income, frequently stressed, and socially isolated families in ongoing involvement with schools.

Method: The FAST project intends to increase accessibility of services by developing a partnership with parents of children who may be pre-referred for special education services for children with emotional disabilities and, for families under stress, developing a social support network and other protective factors that may reduce the number of emotional and behavior difficulties of the children, reducing also the number of referrals to special education. Each year approximately 30 participants and their families will receive the FAST program in one of three cycles. Data from direct observations of classroom behavior will be collected by trained observers and analyzed in terms of family involvement, emotional and behavioral status, and academic and social performance.

Products: This proposed research project has the potential to impact the science and practice of intervention with all students displaying emotional and behavioral difficulties in the classroom. It will work to increase appropriate parent involvement and decrease the likelihood that children showing signs of emotional and behavioral difficulties are placed into special education. The use of FAST as a family-centered pre-referral intervention service is expected to increase partnership and accessibility of special education services to low-income families and to increase children's resiliency, improve social behavior and academic performance, and allow children to maintain their regular education placements.

Grant Number: H023D970301

VCURRTC SSI Information Project

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Beginning Date: 1/01/98
Ending Date: 12/31/01

Purpose: This project of the Rehabilitation Research and Training Center is a collaboration among a minimum of 20 local school districts in five different states in a four-year effort to examine barriers to employment for young adults receiving SSI benefits. It intends to develop strategies and materials to promote the utilization of

work incentives through the transition planning process and to apply qualitative and quantitative research methods to determine the relative effectiveness of strategies employed by this project.

Method: Transition programs in five states have agreed to participate in project activities. In each state, staff from the state education agency or the transition systems change project have agreed to facilitate teams of project staff members and local school district personnel to examine barriers to employment for young adults receiving SSI benefits, to coordinate local training and technical assistance efforts, and to monitor the results of training activities on transition planning and work incentive utilization.

Products: Several educational packages using different training strategies will be developed by a cadre of national SSI experts, advocates, transition planners, and consumers: satellite teleconferencing, Internet courses, self-instruction activities using videotapes and interactive CD-ROMs, and seminars and team training sessions. These methods are intended to capture a national audience, secure access to rural and urban areas, achieve diversity among participants, and maximize the number of participants to be served by the project. The distance education and self-instruction activities will be made available to students with disabilities, family members, school personnel, and adult services personnel in every state.

Grant Number: H023D970303

Strategies for Increasing the Utilization of SSI Work Incentives to Enhance Employment Results of Transitioning Youth with Disabilities

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Beginning Date: 10/01/97
Ending Date: 9/30/01

Purpose: The University of Minnesota, through its Institute on Community Integration and National Transition Network, in partnership with The Study Group and local education agencies, proposes to develop and test innovative strategies for increasing the utilization of the SSI work incentives by youth with disabilities. It will focus particularly on incorporating information concerning SSI work incentives in students' transition/IEP plans. This directed research project builds on the current expertise, capacities, and experiences of the University and other partners in addressing the transition service needs of young people with disabilities and their families through research, training, technical assistance, and information dissemination and outreach.

Method: This project will conduct qualitative and quantitative research/evaluation studies to determine the type, range, and effectiveness of materials, technical assistance, training, and other strategies developed to improve the postschool employment outcomes of youth with disabilities through increased use of SSI work incentives.

Products: The project intends to develop materials, technical assistance, and training support strategies that promote the utilization of SSI work incentives to enhance employment results for transition-age youth with disabilities and to establish a comprehensive dissemination and outreach strategy that shares information on the outcomes, effective strategies, and materials and products developed for individuals with disabilities, parents, professionals, and policymakers.

Grant Number: H023D970306

Increasing Utilization of the SSI Work Incentive by Students Approaching Graduation through Capacity Building at the Personal, Local, and State Levels

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Beginning Date: 10/01/97
Ending Date: 9/30/01

Purpose: This project will assess the effectiveness of integrating information and support on SSI work incentives into the transition planning process for students with disabilities, with a primary goal of increasing student, family, and school expectations for employment and improving employment outcomes. The project builds capacity at the personal, community, and state levels.

Method: The project will distribute specific information about work incentives to secondary school students and their families about work incentives through the IEP process, through locally provided training opportunities, and through parent and student mentors. It will develop the capacity to support career goals for SSI recipients by establishing work incentive teams in schools that include regular and special education staff. At the state level, the project will incorporate a review of work incentive needs into the Statement of Needed Transition Services, and it will develop a work incentives expert network to address needs.

Products: The project will assess career path and barriers to employment in SSI recipients through a 3-year longitudinal study; it will also assess the impact of integrating work incentives information and support into transition planning on the use of work incentives and employment goals and outcomes. It will assess the outcomes of providing specific person-centered career planning and work incentives consultation as a supplement to project information and support activities.

Grant Number: H023D970308

RISES: Research in Social Security Employment Supports

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Beginning Date: 10/01/97
Ending Date: 9/30/01

Purpose: This project addresses the initiative to research and implement innovative strategies which increase the utilization of SSI work incentives through the IEP-transition planning process. The strategies are intended to counteract the numerous barriers faced by persons with disabilities as they prepare to become part of the work force and to improve their post-school employment outcomes.

Method: The project will provide an analysis of the barriers to gaining Social Security income or work incentives and employment for young adults with disabilities, and it will identify strategies and materials which promote and increase the utilization of Social Security Work Incentives. It will institute quantitative and qualitative research methodology to determine the efficacy of the technical assistance strategies used to increase utilization of Social Security Work incentives. Research in Project RISES emphasizes preparation for a system-wide

response to expand vocational rehabilitation partnerships and is consistent with federal initiatives designed to support successful learning.

Products: The increased knowledge about SSI work incentives that is expected to be gained through this project could lead to state-level adoption of approaches to improve utilization and life outcomes for individuals who have disabilities. Increased employment can alleviate the poor economic condition of people with disabilities and could support community vocational options instead of "waiting for services" lists.

Grant Number: H023D970400

Sustaining Effective Practices (STEP)

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Beginning Date: 10/01/97
Ending Date: 9/30/01

Purpose: This project proposes to evaluate the process of change in three elementary schools to determine the extent to which the innovations instituted through a previously funded restructuring project have been sustained beyond the project and what factors, internal and external, have influenced the determined levels of sustainability.

Method: The effectiveness of three innovative instructional practices will be measured in heterogeneous classrooms: collaborative strategic reading, classwide peer tutoring, and making words. An explanatory case study design will be conducted to explain sustainability. Cross-case analyses will compare sustainability. In the final phase of the project, ways to support and improve the sustainability of the innovations at each school will be explored.

Products: The series of studies proposed by this project should provide information on the extent to which practices implemented in target schools are sustained, how they are modified, the extent to which they have been adopted and adapted by teachers, and how teachers and the culture of the schools have changed as a result of these practices. The research will help to determine the extent to which teachers perceive and can document outcomes for students as a result of these practices and the extent to which the practices have been disseminated to and implemented in other schools that did not directly participate in the initial studies. Thus, the research should make a contribution on local, state, and national levels.

Grant Number: H023D970408

Sustainability of Promising Innovations

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Beginning Date: 11/01/97
Ending Date: 10/31/01

Purpose: This project is designed to track and document the outcomes of schools that have been assisted by two restructuring projects to implement effective practices. At the first site, two types of innovations will become the focus: student-focused collaboration practices that provide supports to teachers and students with IEPs; and systems coordination, organizational structures that involve general and special educators and school/district administration in planning, implementing, and collaborating on special services delivery. At the second site, the focus will be a one-on-one tutoring program for first graders at the highest risk for reading disabilities.

Method: The staffs of each of the restructuring projects on which these two studies have been based have developed conceptual frameworks specifying hypothesized influences on school use of targeted practices. Both studies will address general research questions such as whether and how schools continue/adopt/adapt the innovative practices, the quality and fidelity of the school's sustained use of the practice, and the student outcomes when schools sustain innovations. Data collected to answer the questions will include on-site observations of classroom instructional practices and staff teams and meetings, surveys, and in-person and telephone interviews.

Products: The project intends to advance the current knowledge base on effective implementation and dissemination of the secondary inclusion model, to identify school and district resources and staff that are critical to maintaining effective instructional and organizational practices to support inclusion, to identify barriers that teachers and administrators face that prevent their ability to sustain effective practices without outside assistance or supplementary funding, and to provide local and other school personnel with the findings of the case studies to help them plan for the future of innovative inclusion practices and policies. Regional resource centers and other agencies and organizations will be used to disseminate the study results.

Grant Number: H023D970409

Project SUSTAIN: Strategies for Understanding and Sustaining Educational Innovations

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Beginning Date: 1/01/98
Ending Date: 12/31/01

Purpose: The purpose of this project is to study factors associated with the sustainability of educational innovations in secondary and transition services for youth with disabilities.

Method: To address the issues of developing effective secondary and transition practices to improve the poor postschool outcomes for youth with disabilities, this project will conduct in-depth case studies of a comprehensive secondary and transition innovation, the Youth Transition Program (YTP), being implemented in communities across Oregon and Arizona to address the school-to-work transition needs of these students. The project will complement and extend the program's database through the development of extensive case studies of a sample of local sites in each state.

Products: Case study data from this proposed project and student outcome data from the existing YTP database will be used to study the specific factors associated with the implementation, integration, and continuation of the YTP in local communities, and to investigate the robustness and utility of the project's model of sustainability. Findings will be summarized in products designed for both researcher and practitioner audiences. Products will be disseminated through a variety of mechanisms.

Grant Number: H023D970415

A Center to Study Sustainability (CSS) of Research-Based Interventions for Students with Learning Disabilities

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Beginning Date: 1/01/98
Ending Date: 12/31/01

Purpose: This project, a proposed research center, will study factors associated with the long-term sustainability of six projects designed to improve educational outcomes for students with learning disabilities. These projects have all provided convincing documentation of positive learning effects for students with learning disabilities.

Method: The center intends to describe the level of sustainability at each of the six project sites beyond the years of formal implementation and support. It will identify underlying factors that seem to be essential in promoting or hindering sustainability of research-based practices for students with LD. A multi-site case study design will be used, including generation of individual case studies and cross-site analyses of factors that foster or hinder sustainability. A variety of measures will be used to assess factors that underlie sustainability, including teacher understanding, teacher collegiality and school contexts, teacher efficacy, and teacher concerns about innovation implementation.

Products: A "think tank" of collaborating researchers, parents, and professional educators will help with data analysis, generation of policy implications, and dissemination. Findings will be disseminated in several ways to teachers and parents. A special issue of a journal or a book will be published in conjunction with the collaborating researchers and specialists.

Grant Number: H023D970500

Inclusive Reform in Urban Schools through Peer-to-Peer Support from School Teams

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Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: This project is a proposed three-year effort to investigate the implementation of inclusive education for students with severe disabilities as part of systemic educational reform efforts in targeted urban schools and to utilize key members of educational teams and education and human services reform personnel in those inclusive reformed schools to provide peer-to-peer support to team members.

Method: During the first year of the project, a database will be developed for thematic analysis to provide empirical data on inclusive education in reformed schools and the perceived contributions of unified reform to the educational and social benefit of all students. It will also form the basis for the development of a needs assessment for inclusive reformed schools and instruments to measure student outcomes. Outcomes from pre-post implementation of the needs assessment and measures of related student outcomes will be used to evaluate the effectiveness of the peer-to-peer support model in facilitating the implementation of practices that improve services for all students in inclusive classrooms. A needs assessment in an inclusive reformed secondary school will also be undertaken and student and family outcomes instruments will be revised to reflect secondary-level inclusive reform.

Products: Thematic analysis of the data will serve as the basis for a research paper describing inclusive reform at the secondary level, and evaluation of the effectiveness of the peer-to-peer support model will serve as the final research report. Additionally, a manual and video will be developed describing organizational structures, collaborative practices, and educational strategies and materials to promote the unification of inclusive education programs with systemic educational reform. Dissemination of project findings will occur through publication of research reports in relevant journals, dissemination of the reports, and presentations at state and local conferences.

Grant Number: H023D970502

Teaching Students with Significant Disabilities to Support Themselves: Promoting Inclusion through Student-Directed Learning Strategies

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Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: This project will investigate the differential effects of selected self-management and student-directed learning strategies in promoting student involvement in general education activities.

Method: One survey and five experiments are proposed to study student self-management skills. In three of the experiments, teachers will instruct the students on how to use one or more strategies, and in the other two, peers will be responsible for instructional delivery. There will be from 6 to 24 students in each of the experiments, and participants will include students with significant or severe disabilities.

Products: Based on project findings, a teachers' guide to student-directed learning will be developed, field-tested, and widely disseminated. This and other materials will be made available to state directors of special education, state education agencies, and interested educators, parents, and other professionals through the Internet and through local Arc chapters. Direct benefits can be provided to over 300 students in three states, and through the study's results, students throughout the country with severe disabilities can learn self-management strategies and increase their participation and self-determination in their education.

Grant Number: H023D970507

The Effects of a Supportive Classroom Community on the Inclusion of Students with Severe Disabilities

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Beginning Date: 11/01/97
Ending Date: 10/31/00

Purpose: The purpose of this project is to design, implement, validate, and disseminate effective social support strategies that are aligned with systemic reform and school improvement initiatives actively involving all students, including those with severe disabilities, within general education settings in elementary and middle schools. The research project will take place within inclusive multi-age classroom settings that are actively participating in the Vermont school reform movement and that embrace a program philosophy centered around each student achieving his or her highest level of personal excellence, self-determination, belonging, and positive interdependence among peers.

Method: Sixteen students with severe disabilities fully included in an age-appropriate regular multi-age classroom in their local school will serve as the sample for this study. Eight of the classrooms will receive the intervention. Data will be collected in intervention and non-intervention classrooms and all other same-age peers in each site serving as a comparison benchmark. Interventions include a student planning and support process, and a whole classroom intervention with the following components: greeting, social skills instruction, relationship building, and pause routine. These data will be included in a curriculum and implemented in the intervention classrooms. Data will also be collected on intervention sustainability during the third year of the project.

Products: Adoption of the curriculum to be validated by this project can significantly contribute to the inclusion of all students in general education classrooms. Implementation of the curriculum will also create a learning environment that provides support to the classroom teacher and encourages parent involvement. The curriculum will be developed, evaluated, and widely disseminated. Results of the project will be disseminated through a variety of media. As a result, thousands of children will benefit from being part of inclusive classrooms, both in Vermont and, as the curriculum is adopted elsewhere, throughout the country.

Grant Number: H023D970509

Testing a Strategy for Computer Based Assistive Technology Intervention to Support Inclusion

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Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: Working under the premise of the relationship between training on assistive computer technology (ACT) and its successful use, the project will conduct a pretest-posttest experimental design study to document the impact of team training for ACT on inclusion, academic performance, and the total class knowledge and use of technology for education.

Method: The project will study the relationship between learning and training, specifically, how students with severe disabilities learn ACT and the training not only of the student but also of the teacher, related service personnel, and family. This method is called team training for ACT. Besides the expected outcome of demonstrating a strong positive relationship between team training for ACT and degree of inclusion and academic performance of students with severe disabilities, the project also expects that all students in the class will benefit from team training for ACT.

Products: The impact of the proposed study on policy is expected to have national significance in shaping guidelines for the provision of assistive computer technology. The project intends to publish a book of case descriptions documenting the process of evaluation, provision of ACT, and team training in its use. This book is directed to school personnel across the country who are integrating ACT in their schools.

Grant Number: H023D970520

Principals' Project

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Beginning Date: 7/01/99
Ending Date: 9/30/00

Purpose: The purpose of this project is to describe, enhance, and replicate effective strategies for ensuring that students with disabilities are integrally included as part of building-wide school improvement and reform initiatives and are accommodated accordingly. Findings from this project will be directed toward influencing the knowledge and practices of building principals in non-target schools using a participatory approach to dissemination.

Method: The project's goal will be addressed through a focused investigation of how ten principals in five states align inclusive practices with school-wide improvement initiatives and how those decisions and strategies manifest themselves at the school and classroom levels. Specific attention will be given to describing the strategies administrators use to align general and special education reform initiatives for all learners, maximizing the effectiveness of those strategies, and identifying ways to disseminate findings that will enhance adoption and use by others. The first 18 months of the project will be devoted to data collection, synthesis, and support activities with the first cohort of principals in five states. The final 18 months will be devoted to replication and revision of strategies with a second cohort of 10-15 principals in other districts in these same states for the purpose of influencing knowledge and practices and addressing identified barriers to adoption and use of effective strategies.

Products: Positive outcomes are expected at the building and classroom levels in terms of changes in how general and special education reforms are integrated; how students are accommodated in curriculum, instruction, and assessment activities; and how principals and educators approach problem solving. These individual, classroom, and school-wide outcomes will be disseminated as findings to the field, other principals, practitioners, and parent information centers in formats designed in partnership with principals, practitioners, and parents. The impact of project activities on knowledge and practices is anticipated to be significant. At least 10 to 15 elementary, middle, or high schools serving at least 200 students with disabilities will receive technical support to attain the identified positive outcomes. At least 10 to 15 principals will receive technical assistance to use an action-based inquiry approach to developing reform strategies.

Grant Number: H324D980006

Sustaining Comprehensive School Reform: A Comparative Case Study of Success for All

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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: Through this project, the National Association of State Boards of Education and the Allegheny University of the Health Sciences will conduct a four-year study of the sustainability of efforts at comprehensive school restructuring that have demonstrated positive results for students with disabilities. The successful model from which this project draws was developed for inner city schools serving large numbers of disadvantaged children; the model sought to ensure that every child, including those with disabilities, learned to read in the early grades.

Method: The project will conduct a comparative case study of four schools to test the results of the model where sustainment of the model varies. It will assess the sustainability of the model, document outcomes for students with disabilities, and identify those factors that influence sustainability. In-depth case studies will be conducted using qualitative research methods and research will be guided by a broad-based conceptual framework that includes indices to determine whether or not a practice has been sustained and factors likely to influence sustainability.

Products: The study will extend the research base regarding education policy and school restructuring as well as provide new information about the inclusion of students with disabilities in general education reform. Findings will be disseminated to a wide variety of stakeholders at state and local levels.

Grant Number: H324D980013

Whole Schooling: A Study of Schools Linking Inclusive Education & School Reform in Urban & Rural Communities

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This research study assumes an alternative perspective to issues raised by students with and without disabilities being educated in inclusive settings. Specifically, the study assumes that inclusive education with disabilities is part of a framework of best educational practices known as whole schooling. This approach assumes that the primary goal of education is to empower students to become effective citizens in a democracy. It works toward this goal by including all students in the same learning environment, adapting teaching for diversity, and building partnerships between teachers and the community and families of students.

Method: The research strategies employed by the study will include a state survey of representative schools in which principals and teachers will be questioned concerning their approach to curriculum, inclusion of diverse students, supports and accommodations, and partnerships with parents and families. Observations and interviews conducted in a sampling of classrooms will focus on instructional practices for inclusion of students with disabilities. Six schools will be identified that are engaging in whole schooling practices or using whole schooling as a model to guide school reform efforts.

Products: The project will document results that illustrate the relationship between the components of whole schooling, the tools that can be used by researchers to further such studies, the tools that can be used by educators at multiple levels for self-assessment and planning, and the classroom practices that can be used to effectively illustrate the research conclusions.

Grant Number: H324D980016

Reading Comprehension in Inclusive Classrooms

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: Significant progress has been made in designing beginning reading instruction for young children with reading disabilities (RD), but much less is known about children with RD in the intermediate grades who read very poorly despite several years of instruction and exposure to print. The aim of this research project is to design and refine reading comprehension approaches that reflect opposing but prevalent perspectives on what children with RD in grades 3, 4, and 5 need to succeed in general education classrooms. This project will develop and test the most effective methods of improving the reading comprehension of intermediate age students with RD, and methods for implementing these approaches in general education classrooms.

Method: The project will design theoretically grounded approaches to teaching reading to children with severe RD in the intermediate grades, determine the efficacy of these approaches, consider the feasibility of implementing the specialized reading instruction in general classroom settings (including identifying facilitating factors), and measure the reading progress of students with RD in general education classrooms that have successfully implemented specialized reading instruction. Within a large, urban school system, the project will begin a rigorous test of how to improve reading comprehension instruction in general classroom settings. This project will involve parents of treated children in evaluating and monitoring project activities, and promote improved alignment and compatibilitiy of general and special education. Case studies of teachers who learn to effectively teach reading to children with RD in their mainstream classes will be conducted. These studies will reveal how the teachers addressed the difficult balance among student needs, and accomplished the sufficiently focused instruction to improve the reading of their students with RD.

Products: An extensive manual that details the essential elements of an effective program for teaching and implementing specialized reading instruction in inclusive classrooms will be produced. This manual will contrast factors that relate to more and less successful instruction in inclusive classrooms. It will include units of instruction that demonstrate how to integrate all of these elements, along with alternatives for students who have particular difficulties at junctures of the lessons. Sections on how to get started teaching reading to students

with severe RD in general education classrooms and what the instruction looks like when it proceeds well will also be included.

Grant Number: H324D980020

Reading Comprehension Interventions that Enhance Outcomes for English Language Learners with LD

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This research project will conduct a series of studies that build and extend the knowledge base on the essential elements of comprehending text: vocabulary, fluency, and reading comprehension strategies. Specifically, it will determine the effectiveness of strategies for teaching the essential elements of reading comprehension to English language learners with learning disabilities in regular classrooms who spend most or all of their time there and who are failing to acquire the comprehension skills to learn from print.

Method: Eight studies will be conducted over a three-year period and will address unanswered questions about the effectiveness of reading comprehension interventions for English language learners with learning disabilities in regular classrooms. The three interventions to be studied are: vocabulary (semantic mapping and fluency); repeated partner reading and reading comprehension strategies (before, during, and after reading); and collaborative strategic reading.

Products: This project will help provide instructional methods in reading for teachers who need to use them for the entire class and meet the special needs of students with disabilities. The development, implementation, and evaluation of the integrated program of practices examined by this project will help to provide teachers with the methods to improve reading outcomes for students who are English language learners and who also have disabilities. The dissemination plan of this project will ensure that all key stakeholders have access to the information from these studies.

Grant Number: H324D980022

PROJECT BRIDGE: An Examination of a Model for Linking Research to Practice for Students with High Incidence Disabilities in Reading

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Beginning Date: 1/01/99
Ending Date: 12/31/02

Purpose: The goal of this project, PROJECT BRIDGE, is to make explicit a research-to-practice link by implementing three documented effective instructional practices. These practices illustrate the principles that form the

basis of this project's conceptual framework. In addition, the framework explicates the roles of teachers and schools in effective professional development programs, which will be implemented and evaluated through PROJECT BRIDGE.

Method: This research project will be a collaborative venture between the University of Texas Center for Reading and Language Arts and four Texas schools, including two intervention schools and two comparison schools. Approximately 38 general education teachers who have students with high-incidence disabilities in their classes (Grades 3 - 5) and 14 special education teachers have agreed to participate. Twenty students with high-incidence disabilities, 20 low achieving students, and 20 average-to-high achieving students from each school will also participate. The project will be implemented in three phases: 1) Set Up, an opportunity to assess the school culture, conduct pre-tests, establish the researcher/teacher partnership, and establish timelines; 2) Start Up, the implementation phase, in which teachers learn and implement the three instructional practices; and 3) Follow Up, in which the extent to which the instructional practices were sustained and factors that influenced their use will be examined. Both quantitative and qualitative data will be collected to determine academic and social outcomes for students.

Products: Procedures for collaboration between teachers and their efforts to mediate the knowledge base from the instructional practices into their own routines will be documented. It is expected that the findings from this project will directly influence the knowledge base about bridging the gap between research and practice. Findings will be disseminated at the national level through conference presentations, journal articles, and chapters in books that influence administrators and practitioners.

Grant Number: H324D980028

Las Disabilidades Dentro del Contexto Cultural: Perspectivas Familares y de Proveadore de Servicios de Intervencion Temprana

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This qualitative research study will examine the divergent and complex ways that families' sociocultural and linguistic backgrounds influence the early intervention processes of young children with disabilities who are English language learners. The study will focus on families from Hispanic, Spanish-speaking backgrounds and service providers and will explore how this population interprets various concepts related to disability and family involvement.

Method: The study will generate hypotheses and questions grounded in the living experience of families from Spanish-speaking backgrounds. It will include focus groups, interviews with 30 families and 30 service providers over three years, case studies, and a large sample survey of families and service providers.

Products: The study will generate a set of cultural narratives, reliable hypotheses and questions, and findings from the large sample survey that will examine the generalizability of the qualitative findings. The narratives and questions will examine the subtle yet significant diversity within a given socioeconomic and linguistically diverse population. Information gleaned from this study will help early intervention providers to better understand cultural issues and create family-directed processes that build upon the strengths of the family and child, use natural supports, and facilitate family participation in community-based settings.

Grant Number: H324D980029

Sustaining Inclusion and Restructuring

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Beginning Date: 1/01/99
Ending Date: 12/31/02

Purpose: The importance of Project SIR (Sustaining Inclusion and Reform) is to study what happens to the inclusion programs previously developed by the project, to identify variables that influence the sustainability of this innovation, and to ascertain whether an innovation intended to promote school-to-school diffusion will succeed when research is complete.

Method: Project SIR will study whether teacher-developed inclusion innovations at two schools have been sustained and whether either school has assisted additional schools in developing inclusion programs. The project will conduct nested case studies of the two schools, will describe what happens to the innovations, and will identify the variables that sustain and constrain them. The project will conduct micro-, meso-, exo-, and macro-systems analyses. The project will also conduct a case study of the lateral diffusion of innovation from school-to-school.

Products: Training manuals will be disseminated to schools interested in restructuring and inclusion. Project staff also will work with district and state personnel to reach school practitioners through developing a World Wide Web site. Manuscripts will be submitted to professional journals, and project findings will be presented at national and state conferences. Results will be disseminated to school audiences through the school-to-school dissemination efforts and via newsletters, workshops, and conferences of regional and national reform networks. The project staff will also network with the Office of Special Education Programs (OSEP)-funded dissemination and technical assistance providers.

Grant Number: H324D980030

Early Childhood Interventions: Synthesis with Implications for Practitioners, Parents, and Researchers

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Beginning Date: 11/01/98
Ending Date: 10/30/00

Purpose: This project will conduct a comprehensive, integrated synthesis of research on the effects of early childhood interventions for children (ages 3-5) with disabilities. The research to be reviewed will include all intervention studies with children with developmental and other identified disabilities. The interventions will include those in the areas of language and communication, social skills, peer relations, and technology. The project is motivated by the difficulties experienced by young children with disabilities in a variety of settings, by the impact that early intervention can have on the children's current functioning and subsequent development, and by the need to understand which interventions are really effective and ought to be more widely adopted.

Method: The project combines the methodological strengths of three approaches to research synthesis: meta-analysis (analysis across studies), traditional narrative review, and multivocal synthesis (integration of practitioner and stakeholder insights into the empirical knowledge base). The synthesis will address which interventions can be associated with positive outcomes for children with disabilities, which aspects of children's functioning can be most strongly affected by these interventions, and the implications of the findings for the design and implementations of interventions for these children.

Products: This research synthesis will provide parents, teachers, child care personnel, researchers, and educational and political leaders with guidance concerning effective early interventions that can produce more positive outcomes for young children with disabilities.

Grant Number: H324D980033

Synthesizing and Disseminating Recommended Practices in EI/ECSE

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: Research in Early Intervention/Early Childhood Special Education (EI/ECSE) has reported practices that can improve outcomes for young children with disabilities. However, the widespread adoption of these recommended practices has been hampered by the need for: 1) a current and thorough synthesis of the knowledge base; 2) the effective translation and dissemination of this information for families, practitioners, and administrators; and 3) an understanding of administrative and systems change supports necessary to implement and sustain high quality services to children and families. The purpose of this project is to address all three of these challenges and to improve outcomes for children with disabilities, ages birth through five years, by fostering the use of the professional knowledge base through: 1) providing a synthesis of research; 2) translating, disseminating, and providing training related to the research synthesis in user-friendly formats for practitioners, families, administrators, and training/technical assistance providers; and 3) addressing the administrative and systems change foundations necessary for long-term adoption of quality practices.

Method: In Phase 1, the project will synthesize the knowledge base by critically reviewing extant literature, gathering the subjective views of stakeholders and using established methods to synthesize and summarize the knowledge base. In Phase 2, the project will develop and disseminate products in preferred formats for maximum usability, prepare and field-test products, disseminate the recommended practices nationwide, and provide regional and national training. In Phase 3, the project will identify and incorporate systems change strategies to establish sustainable change in the quality of services. The project will prepare high tech products to accompany the print products produced in Phase 2; disseminate systems change and administrative strategies necessary for the sustainable adoption of recommended practices; and collaborate with national stakeholder groups to provide information to their constituents who represent key consumer groups.

Products: This project will have the following impact: 1) products that translate research findings into practice; 2) adoption of recommended practices by practitioners because the information is user-friendly; 3) administrative and policy supports for state and local administrators linking these indirect supports to program improvement and improved child outcomes; 4) parents who are better able to select high quality programs and assist in the improvement of programs; 5) personnel with a knowledge and use of effective practices; and 6) better outcomes for children with disabilities, their families, and the personnel who serve them.

Grant Number: H324D980036

Benchmarks of Exemplary Achievement in Middle Schools (BEAMS)

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Beginning Date: 1/01/99
Ending Date: 12/31/01

Purpose: The purpose of this project is to develop a knowledge base on how middle schools can achieve exemplary learning results for students with disabilities in the context of improving learning results for all students.

Method: In the first phase of the study, the project will develop a consensus on the definition of exemplary learning results for students with disabilities, will examine multiple measures and indicators of such outcomes, and will identify four schools in southeastern Florida that are achieving exemplary learning results. The second phase will study each of these schools using a multiple case study approach. Individual perspectives and experiences will be integrated with school-level case studies to identify the factors that contribute to positive results at each school. Analysis of the case studies will help reveal the processes by which the identified factors at each school contribute to positive student outcomes. In the final phase, a cross-case analysis will help identify a critical core of factors that account for positive results at all four schools.

Products: The cross-case analyses developed in the final phase of this project are likely to generalize to numerous middle schools throughout the nation. The knowledge gained through the analysis of factors relating to exemplary achievement for students with disabilities in middle schools will provide invaluable guidance for schools in their efforts to enable all students to achieve similar results.

Grant Number: H324D980040

An Examination of an Alternative Early Intervention Service Delivery Model for Latino Families Whose Children are English Language Learners

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This research project will investigate an alternative service delivery model for infants, toddlers, and their families who are of Latino heritage, use Spanish as their primary language, and who are eligible for early intervention services through Part C of IDEA. The study will include children who have a range of disabilities and behaviors and who function at varying levels. The families will be from differing socioeconomic groups, all of whom are English language learners.

Method: The research design will contain an experimental comparison of two service delivery models: traditional early intervention, and early intervention designed to promote learning within family-defined activity settings. Measures will include indices of child development and behavior, family background, beliefs, and experiences.

They will also include service delivery characteristics, including cost, use of natural environments for learning, type and intensity of specialized services, type and quality of family service goals, and English language use in activity settings. The last of these outcomes will be measured across both parents and children.

Products: As a result of its investigation, this project expects to measure the influence of several major factors in the lives of the families under study: the home settings and community settings that can serve as learning contexts; the influence of family factors, cultural values, and beliefs on those settings; the best approaches for using home and community settings as learning contexts; the service provision processes and products that can promote these contexts and the practices that can increase learning opportunities in them; and the benefits of these settings to family members, particularly regarding the impact on child development, family functioning, participation in intervention services, and English use and proficiency.

Grant Number: H324D980041

Sustainability of ClassWide Peer Tutoring: An Effective Instructional Intervention for Students with Disabilities in Inclusive and Special Education Classroom Settings

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Beginning Date: 1/01/99
Ending Date: 12/31/02

Purpose: This research project will focus on the contexts that sustain quality use of classwide peer tutoring (CWPT) as an effective instructional intervention for students with disabilities in inclusive and special education classroom settings. Past research has shown that, when using CWPT compared to traditional instructional methods, students at risk of and with disabilities achieve spelling and reading skills at a faster rate, retain more of what they learn, and make greater advances in social competence.

Method: Research activities in this project will examine the extent to which CWPT has been shown to be effective and sustained beyond the existence of prior projects, the factors that influence the level of sustainability, and the type and support strategies employed during initial implementation stages over time.

Products: The expected outcomes will be a new knowledge base on school and classroom contexts that sustain quality use of CWPT interventions across multiple sites. Research evidence generated by the project will report on the effectiveness of CWPT in urban and suburban school districts, and generate new knowledge concerning how CWPT interventions can be sustained in inclusive and special education classroom settings. It will produce information on how to widen the scale of use of CWPT in classrooms, and how to promote effectiveness, utilization, acceptability, and teacher support. Research and practice knowledge will be disseminated to teachers, school administrators, parents, and policymakers at local, state, and federal levels.

Grant Number: H324D980044

Beacons of Excellence: Case Studies of Three Early Intervention Systems

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This project will study the implementation of federal policy relating to the reform of service provision to infants and toddlers with disabilities and their families. It extends the research of the Early Childhood Research Institute on Service Utilization to further understand coordinated early intervention service systems. This study will specifically delineate the child and family outcomes of service delivery, the elements of exemplary early intervention service systems, and the factors which support that service delivery and its outcomes.

Method: Researchers will use an ecological framework to understand the range of factors needed to support exemplary results. Case studies of three communities will integrate data from mixed methods collected from stakeholders at all ecology levels. Collaboration among state agency administrators, local program administrators, service providers, families, and researchers will encourage a learning community for research and practice.

Products: In addition to the usual dissemination methods for articles, reports, and presentations, the project will develop a handbook to be used by local early intervention service personnel to evaluate and improve their service systems. Thus, the research results from these case studies will be synthesized and disseminated directly to the service providers. State administrators will help narrow the gap between research and practice by providing technical assistance to communities in the use of the handbook.

Grant Number: H324D980045

Inclusion 2000: Modeling Urban School Success

Project Director: Wesley, Stephen J.
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202-529-0500

Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: The Lt. Joseph P. Kennedy Institute (JPKI) and the District of Columbia Public Schools (DCPS) will conduct a directed research project to identify new or improved strategies for improving academic performance and outcomes for all students within a framework that promotes effective access to the general curriculum in regular classrooms and nonsegregated extracurricular activities for special education students as components of systemic education reform in an urban multicultural school district. The project will create a collaborative partnership among Birney Elementary School, Kramer Middle School, Anacostia Senior High School, and JPKI to carry out project objectives and activities.

Method: As a complement to the National Institute on Urban School Improvement (NIUSI), in which DCPS and JPKI are teamed, this project will deliver resources and test strategies that enable children who have disabilities, are at risk of school failure, or are at risk of dropping out to remain in their home schools and be successful. The project will also target the schools' teachers and administrators, providing and studying the impact of strong

professional development and technical assistance efforts to increase their internal capacities. It will place considerable emphasis on developing practices and processes that assure smooth transitions between early childhood programs and elementary school, between elementary and middle school, between middle and senior high school, and between senior high school and work and/or postsecondary/continuing education. The project will establish three research sites to develop, field test, and analyze strategies to: 1) increase the numbers of students with disabilities who are successfully educated in regular education classrooms and participate in nonsegregated extracurricular activities in their neighborhood schools; 2) increase the capacity and confidence of school personnel to serve children with identified disabilities and other special learning challenges; 3) reduce the numbers of students referred for placement outside the regular education classroom, their neighborhood school, or the public school system, and 4) reduce the number of students referred for special education assessments because they experience learning and behavioral problems at key transition points in their school careers. The project will identify, describe and examine, together with project partners, questions related to the following: 1) the impact of inclusion on school reform and school reform on inclusion; 2) effective instructional and other strategies and interventions in assisting students with disabilities and other students at risk for low achievement to be successful in general education settings; 3) implementation of grade-level academic standards and authentic assessment practices for students with disabilities and other students with diverse learning strengths and requirements; 4) system administrative and other supports at the classroom, building, and community levels to meet the needs of diverse learners; and 5) social and behavioral support strategies that foster cohesive school and classroom communities that promote positive interaction between students with disabilities and same age peers. The theory undergirding this study is that inclusive schooling practices can be the engine that drives general education reform to the benefit of all students. The project will confirm the theory or offer a revised theory on the relationship of inclusion and school reform in the urban school system. The project will also guide the creation of assets maps and school portfolios for each school as a dynamic and ongoing planning and evaluation process; support existing or assist in creating new school-wide structures that increase schools' internal capacity for solving difficult educational challenges; and guide each school's community to implement a self-evaluation process to assess the effectiveness of the models developed in the school and measure their impact on children with disabilities. The project will be linked directly to the resources of the NIUSI, a five-year initiative to promote the successful inclusion of students with disabilities in regular education as part of the school-wide and system-wide school improvement initiatives through substantial leadership, resource, and professional development support.

Products: Products for local and national dissemination to researcher and practitioner audiences include written and video case studies, replication manuals, presentations at local and national meetings, journal articles, professional development guides (macro), training guides (micro), and project evaluation reports.

Grant Number: H324D980051

Engaging the Text: Reciprocal Teaching and Questioning Strategies in a Scaffolded Learning Environment

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Beginning Date: 12/01/98
Ending Date: 11/30/01

Purpose: For students with learning disabilities, the process of decoding words requires so much effort that they are often unable to approach text strategically to construct its meaning. In spite of having been taught helpful strategies which have been shown to be successful in helping students, they simply do not have the time or

resources to implement them consistently. A common solution in the face of such limitations is to multiply limited capacity with better tools. This project will investigate whether there are better classroom tools available to support students with learning disabilities in becoming strategic readers.

Method: The project will use existing strategies for teaching students with learning disabilities, but will apply those strategies in the context of a more supportive technology than those usually found in the classrooms. The project will combine promising strategies with supportive technologies and then assess whether this combination creates a better environment for both the teaching and learning. The teaching strategies the project will use are adopted from the Reciprocal Teaching Method which has been developed and researched over the last two decades. The project will integrate methods for developing active reading strategies within traditional curricular content that has been significantly enhanced through text-to-speech and speech-to-text technologies. In this digital form there will be many supports for the apprentice reader—both decoding and strategy development. These new highly supportive curricular materials will provide scaffolding for students during instruction and practice. As the student develops competency in active reading, electronic and pedagogical supports will be gradually withdrawn. CAST will assess the success of this method in helping learning disabled middle school students develop comprehension skills and achieve success that is evident across reading contexts through a systematic, controlled evaluation of the method.

Products: This study will provide research that can guide curriculum designers and publishers to use tools such as digital versions of materials, Ultimate Reader, or other text-to-speech engines to make better environments for students with learning disabilities. The project will also provide research-based evidence that the creation of more inclusive materials is of benefit to the students for whom they are intended. By heavily scaffolding the low-level information-processing demands of text, the project will be able to investigate the learning of higher-order skills critical in "reading to learn." Positive results will encourage similar projects and products, creating learning environments that are more carefully designed for students with learning disabilities. As a result, students will not only learn comprehension strategies, but they will learn about their own styles of learning and that, with proper tools, they can be effective and engaged students within highly demanding curricula. The project may learn new things about which teaching strategies effectively support learning disabled students in the comprehension of written texts, as well as whether particular uses of digital tools and curriculum can help supplement this learning. Parents of learning disabled students will have information about particular teaching strategies and digital support items that are likely to help their children succeed in school.

Grant Number: H324D980057

Sustaining Promising Innovations: Sustaining a Self-Directed Future for Students in Transition

Project Director: Doren, Bonnie; Halpern, Andrew S.
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Beginning Date: 1/01/99
Ending Date: 12/31/03

Purpose: The purpose of this project includes: 1) research the factors that affect the sustained use of an instructional program that teaches students how to do self-directed transition planning; 2) research the immediate and longer-term impact of the instructional program on participating students; and 3) document the critical factors that either promote or hinder the sustainability of the instructional program and disseminate project findings in a variety of formats that target researchers, practitioners and consumers.

Method: In order to accomplish these goals, the project will conduct in-depth "longitudinal" case studies drawing upon a sample of existing sites in New York and Utah. The project will employ a multiple-method, multiple-case embedded design that will be structured by a conceptual framework of sustained use.

Products: Products for researchers, practitioners, and consumers will be developed. Case study reports containing detailed descriptions of the project's case study methods, major findings related to the project's conceptual framework for sustainability, and recommendations for future research will be available to researchers. Manuscripts will be developed for publication in journals that target researchers and findings will be presented at state, regional, and national conferences. Practitioners' Guides will be developed and presented to the project's participating teachers and administrators in the cross-site focus groups, the state liaisons, and external evaluators. These guides will be disseminated in a variety of formats (e.g., Internet web page, hard copy formats) and through various mechanisms (e.g., Western Regional Resource Center, state liaisons, collaborators in other states). Consumers' Guides will be developed that will target parents and students. These guides will contain recommendations for students and parents on how to become active participants in an instructional program that teaches students how to be self-directed in making future plans. These guides will also be available in a variety of formats through various mechanisms.

Grant Number: H324D980065

Studying the Sustainability of Four SED Prevention Projects

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Beginning Date: 1/01/99
Ending Date: 12/31/02

Purpose: The purpose of this Sustainability Project is to study the implementation of practices found to be effective as early interventions for students who may otherwise develop emotional or behavioral disabilities. It will examine and test the sustainability of four culturally diverse and successful education reform efforts at least one year after the original researchers were involved.

Method: The project will investigate the results of four federally funded projects on early intervention and will address questions relating to the sustainability and results of the projects. Data will be acquired through contextual analysis of participants' daily lives, and through interviews, document analysis, and on-site observation. A multiple-case design will compare and contrast data from the four sites to develop a compelling theory of sustainability. Quantitative measures of student outcomes will be obtained and compared with the results of measures taken on the same or similar students in the original projects, to determine whether changes in the school's approach have affected student results.

Products: The result of this project's investigation into the sustainability of practices will be a clear explication of the interventions, the support structure that is necessary to maintain the interventions, and verification of the effectiveness of the interventions, as well as specific guidelines and caveats to consider in replication of the interventions.

Grant Number: H324D980066

Beacons of Excellence in the Promotion of Language Development of Infants and Young Children

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Beginning Date: 1/01/99
Ending Date: 12/31/01

Purpose: This project will improve the knowledge base regarding factors in early childhood programs that contribute to exemplary communication and language outcomes for infants and young children who are at risk for or who have disabilities. The project's premise is that optimal outcomes related to language development of young children are the product of interactions between biological factors and learning opportunities provided to children in their caregiving environments. The prevalence of language impairments and delays in children with disabilities and the importance of language skills to later development and academic outcomes underscore the importance of early identification of caregiving factors related to exemplary language outcomes.

Method: The project will identify factors associated with positive language outcomes for three groups of infants/young children: those with established disabilities, those at risk for delays, and those who are typically developing. The extent to which factors in early childcare programs contribute to exemplary developmental gains will be analyzed longitudinally. Those interactions associated with exemplary outcomes will be documented, along with the program features of each of the participating childcare sites. Those practices associated most highly with exemplary child outcomes will be identified as "beacon practices."

Products: Benefits and products of this project include syntheses of the knowledge base regarding program factors that contribute to exemplary language gains of young children, the development and validation of interventions based on caregiver practices that promote language, and the broad dissemination of results to parents, child care providers, and researchers.

Grant Number: H324D980068

Wisconsin Youth Apprenticeship Program

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Beginning Date: 1/01/99
Ending Date: 12/31/01

Purpose: Since 1992, Wisconsin's Youth Apprenticeship (YA) program has provided rigorous learning experiences in 16 industries (e.g., health services, manufacturing, finance) for high school juniors and seniors. The two-year program combines school-based learning with work-based learning at an approved business or industry setting. Program participation provides students with the following: career exploration, entry level technical skills, an employment training plan (that for students with disabilities is linked to their Individualized Education Program), a network of supportive adults, a state-issued and industry-recognized Certificate of Occupational

Proficiency, wages, and a diploma. Program graduates receive 6-12 advanced standing credits in Wisconsin Technical College associate degree programs. This research project will use intensive case study methods to examine the quality of the learning experiences (e.g., students' work and portfolios), accommodations and support strategies, and post-school outcomes for 20 to 30 youth with disabilities who have completed the Wisconsin Youth Apprenticeship Program since 1995.

Method: Matched samples of non-disabled and non-YA participating graduates will be selected from the same high schools and studied to understand the overall benefits of the YA program, as well as the accommodation strategies. A team of university researchers, local educators, and teacher education students will compile the case studies of graduates and their programs using personal interviews, document analysis, and other action research methods.

Products: The cross-case analysis will produce: 1) a guidebook of best practices for serving youth with disabilities in work-based learning; 2) a series of profiles describing the experiences of individual youth with disabilities completing the YA program; and 3) two to three articles for submission to mainstream education journals (e.g., Educational Leadership). The dissemination plan includes an interactive, cross-linked Website; joint dissemination efforts with key research and technical assistance projects funded by the Office of Special Education Programs and other U.S. Department of Education offices; and hosting a national seminar featuring opportunities for participants to visit high quality YA programs.

Grant Number: H324D980069

Synthesize Research on Self-Determination and Self-Advocacy

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Beginning Date: 10/01/98
Ending Date: 9/30/00

Purpose: This project will synthesize, corroborate, and communicate the professional knowledge base on the effects of self-determination and self-advocacy interventions in order to improve, expand, and accelerate the use of this knowledge by the professionals who serve children and youth with disabilities and their parents.

Method: The project will develop hypotheses with input from key stakeholders to focus the project and enhance the usability and validity of the synthesis activities and outcomes. It will review, analyze, and evaluate the literature on self determination (SD) and self advocacy (SA) to identify trends, areas of agreement and disagreement, unanswered questions, and gaps in the knowledge base. Through an analysis of four exemplar sites, the project will examine the SD/SA practices being implemented, the environments where these practices are flourishing, and the outcomes being achieved.

Products: The synthesis developed by this project will help in the assimilation of best practices relating to SD/SA by practitioners. The successful products and procedures developed and/or disseminated by this project will help communicate these best practices through technical assistance and information networks.

Grant Number: H324D980070

Project PAR: Investigating Participation, Accommodation, and Reporting Practices with the Illinois Standards Achievement Test (ISAT)

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: Through a series of descriptive, comparative, and experimental studies involving students with disabilities in the Illinois Standards Assessment Test (ISAT), the project will investigate three main issues: 1) improving meaningful participation of students with disabilities in large-scale assessments; 2) use of appropriate accommodations for students with disabilities; and 3) improved, meaningful reporting of participation and performance in general state assessment programs.

Method: Descriptive studies will include policy interpretation and implementation analyses that will systematically examine the impact and efficacy of processes used by decision-makers from the beginning (student participation) to the end (reporting and use of results) of the state assessment. Comparative studies will include analysis of data the project will collect independently to supplement the state assessment. The project will examine patterns of participation and accommodation decisions that exist under IDEA 97, their appropriateness, and the performance of students with disabilities with and without accommodations on state assessments. The project will investigate the extent to which accommodations are independent of the desired constructs of measurement interest. Finally, experimental studies of both group and single-subject designs will be used to investigate issues of reliability and validity of the reading and mathematics subtests of the ISAT.

Products: This research will help validate assessment participation and accommodation practices in the state and justify future policy directions that support the goals of IDEA 97. The studies will provide policy-makers in Illinois with evidence generated outside of the policy realm that can be used to make decisions affecting a huge number of students. The project's work is potentially generalizable to other states.

Grant Number: H324D980074

Integrating Curriculum for All Students

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This project will research the effectiveness of an intervention that will address the requirements of both the 1997 Reauthorization of IDEA (PL 105-17) and School-to-Work (STW) Opportunities Act of 1994 and that will result in an integrated curriculum that offers students of all abilities the highest quality education and the best preparation for adult life.

Method: The Institute for Community Inclusion (ICI), in partnership with the Federation for Children with Special Needs, will work collaboratively with two urban school districts to research the effectiveness of an integrated curriculum that includes all students, including those with severe disabilities in general curriculum and in regular classrooms. This research project will develop building-based Curriculum Review Committees at each intervention site that will use the National Consortium for Product Quality Standards to identify benchmarks present in quality STW curriculum and will use "Integrating STW with Massachusetts Education Reform" to review and adjust current curricula. Additionally, the project will train Transdisciplinary Teacher Support Teams (TTSTs) on promising practices, such as integrating technology into curriculum and instruction, collaborative teaming, differentiated instruction, problem-based learning, and cooperative learning strategies. The project will specifically conduct the following activities: 1) research the effectiveness of the interventions outlined below in terms of assisting students with disabilities in gaining access to and success in the general curriculum in regular ninth grade classrooms and of improving the career planning process for all students, including those from diverse cultures, and then develop a blueprint that chronicles specific activities employed by each district to promote replication in other school districts; 2) develop and facilitate Curriculum Review Committees at the high school level, composed of representative stakeholders (e.g., curriculum coordinators, department heads, teachers, STW partners, students, parents, employers) to review and adjust ninth grade curricula in two urban districts so that they integrate STW activities and SCAN Skills, along with curriculum frameworks, and incorporate promising practices; 3) develop Transdisciplinary Teacher Support Teams in each high school that assist educators, through training and technical assistance, to implement promising practices and to guide ninth graders with disabilities, including those with severe disabilities and from diverse cultures, to choose courses and access general curricula in regular classes; and 4) provide outreach activities and educate a minimum of 300 families in participating urban school districts on the benefits of curricular adjustment and education reform for all students.

Products: Research results will be disseminated throughout the state and nation via the ICI World Wide Web site, mailings, clearinghouses, and professional organizations.

Grant Number: H324D990005

Supporting Achievement of Students with Disabilities in High Poverty Schools

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Beginning Date: 10/01/99
Ending Date: 9/30/02

Purpose: The goal of this research project is to identify and describe practices that support the achievement of students with disabilities enrolled in high-achieving, high-poverty schools. There is a paucity of findings that showcase effective practices focusing on students with disabilities in the context of high-poverty schools. This study will address this gap and inform classroom practices.

Method: This project represents a collaborative effort between two national organizations, the Council of Chief State School Officers and the National Association of State Directors of Special Education. The study will use a qualitative approach to capturing successful practices in five elementary schools in the state of Texas. The schools were selected because they had the following characteristics: high poverty and achievement, low rate of exemption of students with disabilities, and ethnic diversity. The research team will gather information from school personnel, district and state officials, and students' parents. Data collection methods will consist of individual and focus group interviews, classroom observations, student shadowing, and record reviews.

Products: At the end of the three-year period, the project will develop a case studies report, an analysis of state policies and practices, and a self-assessment guide for local practitioners. The findings will reach a broad audience of stakeholders and will have implications for both policy and practice.

Grant Number: H324D990006

Instructional Interventions and Results for Children with Disabilities

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Beginning Date: 9/09/99
Ending Date: 9/08/02

Purpose: The University of Dayton, in collaboration with the Columbus Public Schools, will implement a comprehensive intervention model that combines instructional modifications, curricular modifications, and social skills instruction. This intervention model is designed to increase the capacity and skills of parents, teachers, and educational service personnel to provide expanded services for and access to the general curriculum to students with disabilities. Specifically, the intervention is designed to increase reading ability, improve social skills, and develop diverse academic and social needs of high school students with severe emotional disturbances (SED), learning disabilities (LD), and developmental handicaps (DH).

Method: The proposed intervention will involve one school for the control group and two schools for the treatment group for each year of the project. Each group will contain 100 ninth-grade students diagnosed with SED, LD, and/or DH. Students from both groups will undergo rigorous pre- and post-testing. Work study coordinators and regular and special educators will be trained in the social skills intervention methodology and strategies for extending reading supports within the home. Parents will receive training in the social skills intervention methodology and strategies for extending and reinforcing social skills intervention.

Products: Project results will determine the best intervention to support academic and social achievement and expanded access to the general education curriculum for student participants. The project will demonstrate the impact parental involvement has on student achievement. The ultimate outcome of this intervention is to improve performance outcomes on state and local achievement measures for high school students with disabilities. Project results will be widely disseminated.

Grant Number: H324D990012

Evaluating the Constructivist School Change Model: Improving the Delivery of Services to Children with Disabilities from High Poverty Backgrounds

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Beginning Date: 10/01/99
Ending Date: 9/30/02

Purpose: Across the United States, children of color and children who are poor are overrepresented and misrepresented in special education, leading to erroneous service planning. Consequently, children are placed at greater developmental risk, while school system resources are being drained. The goal of this research study is to identify and examine—through a grounded theory analysis—the beliefs, organizational structures, and power and authority structures of school districts, and to document the relationship between a systems-level intervention model and changes in the beliefs and structures of five school districts around the country.

Method: Education Development Center, Inc. (EDC) and The Walker Home and School (Walker) will conduct a three-year research study to examine the Constructive School Change (CSC) model. Designed to help districts examine their deep-seated beliefs about poverty, race, and disability, the model also helps leverage change at all levels of the school organization in order to reverse practices that have limited the opportunities for many students. First, the project will identify factors that influence the misidentification of children. The project will then evaluate CSC to identify how districts can create and use new organizational structures, policies, procedures, knowledge, and skills to improve services for all children, especially those with disabilities.

Products: The project will culminate in case materials, a monograph, and a tool to support replication efforts. Disseminated through EDC's network of research and technical assistance centers and Walker's school and teacher networks, the project will reach more than 500 schools in 25 states.

Grant Number: H324D990014

Functional Communication, Attention, and Collaboration in Early Childhood (FACEC)

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Beginning Date: 7/01/99
Ending Date: 6/30/02

Purpose: The purpose of FACEC is to: 1) train teachers and families to implement one of three interventions for decreasing challenging behavior; 2) decrease rates of challenging behaviors for young children with disabilities; 3) conduct workshops at local, state, and national levels to train teachers and families to implement interventions designed to decrease challenging behaviors; and 4) disseminate project information through the journals designed for teachers, teacher training programs, and families.

Method: This research extends current knowledge by: 1) analyzing generalization information for three interventions designed to decrease challenging behaviors; 2) analyzing the effects of various consequences on challenging behaviors for each intervention; 3) analyzing training efforts needed for both teachers and families; and 4) analyzing the effects of parent-implemented versus teacher-implemented intervention. The following single case experimental designs will be utilized to answer FACEC research questions: reversal, multiple baseline across activities, alternating treatments, and multi-element. An analysis of variance will be used to assess differences in effects between parent-implemented and teacher-implemented intervention.

Products: Teachers and families will be provided with new information that will directly affect their intervention efforts.

Grant Number: H324D990016

Project OUTCOME

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: In order to systematically study effective educational strategies and support for secondary-age students with emotional disturbance from high-poverty backgrounds, Project OUTCOME will: 1) examine practices to improve academic, employment, and social outcomes; 2) test systematically the effectiveness of the practices; and 3) design and disseminate products that can be translated into practice.

Method: During the three-year life of the project, Project OUTCOME will serve 40 students from high-poverty backgrounds who represent the population of secondary students in metropolitan Nashville Public Schools who are identified as having emotional disturbance (N=506). These students are 74% male and 70% African-American, and attend self-contained classrooms for students with emotional disturbance located in four comprehensive high schools, in which poverty and dropout rates are 40% or greater. Student participants will receive Project OUTCOME comprehensive services and support for the entire three years of the project. A comparison group of 40 students with emotional disturbance from high-poverty backgrounds will receive services and support as provided by the school district. Student outcomes for both groups will be evaluated at four different time points during each year of the project using multiple quantitative and qualitative measures.

Products: Project OUTCOME will have an impact on three levels: 1) expanding early intervention services to secondary-age students with emotional disturbance from high-poverty backgrounds and their families by developing and disseminating effective practices; 2) developing systems of support to improve student outcomes and allow full integration into society, employment, and family life; and 3) contributing to the development and dissemination of theory, knowledge, and practice in the area of services for youth with emotional disturbance from high-poverty backgrounds.

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Grant Number: H324D990018

Uncovering and Enhancing the Mathematics Know-How of Disabled Students

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: The goal of this three-year project is to validate an integrated theoretical model of learning mathematics for adolescents with learning disabilities in inclusive classrooms. The model is based on almost a century of learning theory and research and acknowledges the intuitions and skills that students with disabilities often have but seldom get to use in school settings.

Method: Three interdisciplinary middle school teams will be selected for participation through the term of the project and provided with training and technical assistance to support their collaborative teaching. Middle school students with Individual Education Plans (IEPs) who receive their instruction in regular math and technical education classes will be the target population for participation. However, students without IEPs will also be invited to participate. The project expects to work with teams of 3-5 teachers and 40-60 students per year at each cooperating school. A quasi-experimental pretest-posttest design will test whether contextualized instruction uncovers and enhances the conceptual knowledge of middle school students with disabilities. A combination time series and nonequivalent control group design will measure the influence of contextualized instruction on procedural knowledge. A qualitative design will describe how students' math skills were enhanced.

Products: Ultimately, the project intends to demonstrate how the theory can guide instruction to uncover mathematics skills that middle school students with disabilities already have and to enhance these skills with contextualized problems. A secondary yet critical objective of the research is to document changes in how teachers and students perceive and act on their beliefs in these contexts.

Grant Number: H324D990019

Instructional Interventions for Young Children with Autism: Identifying, Describing, and Evaluating Options

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Beginning Date: 1/01/00
Ending Date: 12/31/02

Purpose: The purpose of this project is to examine different instructional contexts (e.g., one-on-one instruction, self-contained autism programs, inclusive programs, combination approaches) and their effects on outcomes for young children with autism and their families.

Method: The research project will consist of three sequential studies. In Study 1, through interviews with 75 families who have children with autism under age 6, the project will identify the types of services that their chil-

dren are currently receiving, how those services are funded, and parent satisfaction with the services. This is an important first step in this line of research because of the discrepancy in the types and amount of service children with autism receive. In Study 2, the project will examine the relationship between the contextual variables of different treatment approaches to child outcomes. Among the contextual variables that will be examined are the length of program, intensity of instruction, access to successful interactions with typically developing children, level of child engagement, curricular design, theoretical orientation, and parent involvement. In Study 3, the project will conduct follow-up surveys with the initial sample to assess child progress, current level of services, and family satisfaction.

Products: The research outcomes achieved by this project will translate directly to planning and implementing educational programs for young children with autism. This project will determine what contextual variables of educational programs for young children with autism are most closely linked to successful outcomes for these children and how satisfied parents are with different program configurations and components of their child's educational program.

Grant Number: H324D990020

Improving Student Performance in Core Subject Classes

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Beginning Date: 10/01/99
Ending Date: 10/01/02

Purpose: This project employs a three-point approach for improving the delivery and subsequent outcomes associated with including students with disabilities in regular education classes: 1) tailoring interventions to address identified concerns of these students; 2) combining technical and resource support with the expertise of regular and special educators to help students attain success in core subject classes; and 3) conducting an ongoing evaluation component to offer a way for teachers, students, and parents to monitor project success. The project will merge the three-point approach with a process driven by interventions tailored to the unique needs and conditions of individual classroom settings. This process empowers teachers, parents, and students, while enhancing the local schools' capacity for success.

Method: The project's interventions occur in four distinct segments. First, teachers deploy interventions tailored to the motivations and perceived needs of their students. Second, student and parent interviews identify additional considerations for improving services and promote active consumer involvement. Third, a backward mapping and Total Quality Management process facilitates ongoing improvement in target schools. Monthly meetings, weekly technical support, and project evaluation facilitate the process and provide for continual improvement. Fourth, the evaluation process documents change in student access to core subject courses, course grades, student attendance, teacher job satisfaction, competency test performance, and student satisfaction.

Products: The dissemination of information occurs on several fronts, including a nationally accessible World Wide Web site, national and regional presentations, and local media reports. The project actively recruits area teachers for project visits.

Grant Number: H324D990023

Project IMPROVE: Improving Word Recognition of English Language Learners with Learning Disabilities

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Beginning Date: 8/01/99
Ending Date: 7/31/01

Purpose: Project IMPROVE is designed to meet the pressing need for effective word recognition interventions for English language learners with learning disabilities that teachers can and will use. The project will examine the long-term effectiveness of three reading interventions, the effectiveness of instruction for clinical and large groups of students, and the feasibility and sustainability of implementation. The effectiveness of the instructional interventions and grouping patterns on academic outcomes of elementary students who are English language learners with learning disabilities will be examined.

Method: The investigation and multiple substudies will examine two word recognition interventions and a typical basal reinforcement. It will study two grouping patterns (clinical — n=2 and large — n=8) and address the impact of the grouping patterns and interventions on the reading progress of students. Data analyses will examine between-group and within-individual change and will determine the immediate and long-term effects of the intervention by analyzing assessment data collected over time, teachers' fidelity of implementation, and teachers' perspectives of the intervention practices.

Products: Student and teacher data will lead to a more comprehensive understanding of how interventions and group sizes can improve student progress in reading and what interventions teachers value in terms of student outcomes and practicality of implementation. The dissemination network of this project will share findings with audiences at the local, state, and national levels through journal articles, technical reports, workshops, and electronic media.

Grant Number: H324D990024

Investigation of Experimental Analyses and Contextual Variables across School and Home Settings to Facilitate Successful Inclusion for Children with Autism Spectrum Disorders

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: The purpose of this project is to conduct a series of experimental analyses, including an analysis of contextual variables for eight elementary school children between the ages of 5 and 12 with autism who are receiving services in general education settings. Experimental analyses and interventions will be conducted in both the general education and home settings across the three-year period.

Method: The project will examine: 1) the use of experimental analysis techniques within and between naturalistic settings (i.e., general education classroom and home environment); 2) the effect of contextual factors on the outcomes of experimental analyses; 3) the robustness and generality of the results obtained from experimental analyses through comparison of the outcomes across settings; 4) the effectiveness of interventions based on the inclusion of contextual factors; and 5) the social validity/acceptability of assessment and intervention across settings.

Products: The project will increase the knowledge and understanding of the usefulness of experimental analysis techniques including the identification of contextual factors for facilitating adaptive behaviors and ameliorating challenging behaviors that will ultimately facilitate the success of these students in inclusive, general education classrooms and their home environments. The project will produce written publications, presentations, and state and regional dissemination activities.

Grant Number: H324D990027

Analysis of the Effects and Consequences of Testing Accommodations on Students' Achievement Test Scores

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: This project will examine the use and effects of testing accommodations on the scores of students with disabilities on alternate forms of a mathematics test and a reading test typically used in statewide assessment programs. The main objectives of this investigation are to document the effects of testing accommodations that educators use with students with disabilities, and to explore the consequences of using testing accommodations by interviewing or surveying students, parents, and teachers.

Method: The predominant research design in this investigation is an experimental procedure featuring an alternating treatments design element. Data from all individual experimental cases will be summarized using effect size statistics and single-case meta-analytic procedures. The collection and analysis plan provides for the replication of procedures with three cohorts of students (150 third-graders and 150 seventh-graders each year). Approximately one half of the student participants will be students identified with disabilities.

Products: The project results will advance knowledge about the effect of testing accommodations on test scores and provide insights into students', teachers', and parents' perceptions of the utility and consequences of testing accommodations in large-scale assessments.

Grant Number: H324D990034

Inclusive Education through Co-Teaching: A Process-Outcomes Study of Systemic Implementation in a Large Urban School District

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Beginning Date: 7/01/99
Ending Date: 6/30/02

Purpose: This project will assess the integrity of the local school district's system-wide implementation of a co-teaching paradigm. It will identify and describe exemplary co-teaching practices and co-teacher styles; examine the factors associated with successful implementation at the district, school, and teacher levels; and ascertain the impact of the model in intermediate and selected student outcomes.

Method: Over the period of three years, three interrelated studies will be implemented to shed insight on critical process and outcome issues relating to the inclusion of students with special needs. The study will use descriptive, qualitative, and quantitative analytic techniques to yield evidence and insights on the extent to which the co-teaching paradigm can be expected to advance the course of inclusive education.

Products: The effects of this study will be felt in the areas of field-based professional development for enhancing instructional practice and in preparation for pre-service teachers. Findings will be disseminated at the district level through reports to administrators and teachers, and at the state and national levels through presentations at major conferences in the field and through journal articles and the ERIC database.

Grant Number: H324D990044

Inclusion of Students with Deafblindness in Large Scale Assessments

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Beginning Date: 10/01/99
Ending Date: 9/30/02

Purpose: The University of Kentucky Human Development Institute- University Affiliated Program will conduct a three-year, multi-state investigation to study how students with the dual sensory impairments of deafness/blindness fare in large-scale assessment systems, in collaboration with federally funded Deafblind projects.

Method: This inductive, theory-building, participatory study will utilize a descriptive, comparative design within a case study approach. The following research questions will guide the seven studies, which will be replicated in Kentucky, Tennessee, and Louisiana: 1) what is the current participation rate of students with deafblindness in statewide large-scale assessments in both general and alternate assessments; 2) how do student scores in alternative and general assessments compare with their peers both with and without disabilities; 3) how are accommodations for students participating in the general assessment determined and implemented, and with what result;

4) do the alternate assessment standards and indicators measure appropriate learning outcomes for students who are deafblind; 5) to what extent do the performance standards for the alternate assessment correlate with indices of best practices for students with deafblindness; 6) to what extent do scores in their final year of school correlate with positive outcomes upon graduation; and 7) to what extent are teachers of students with deafblindness modifying their curricular and instructional practices to align with the assessment? The sample will include approximately 150 students (preschool through age 21) from each of the three states. Families and consumers will actively participate through a research model that yields practical, empirical, and reflective/theoretical knowledge.

Products: A comprehensive dissemination plan will involve electronic and traditional venues for disseminating documents as they are developed throughout the project. At the conclusion of the project, research findings will be disseminated widely to national audiences using a range of media. In addition, project staff and project participants will disseminate findings through state and national conferences.

Grant Number: H324D990045

Instructional Interventions and Results for Children with Disabilities

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Beginning Date: 9/13/99
Ending Date: 9/12/02

Purpose: The goal of this project is to significantly impact classrooms in high-poverty schools to better meet the needs of students who are considered to be at risk of school failure, including students with high incidence disabilities in general education classrooms. The project focuses on third-, fourth-, and fifth-grade teachers from three schools to create an instructional model for linking the State Standards in English-Language Arts with research-based effective literacy instruction and assessment practices.

Method: The project will emphasize a professional development approach for engaging teachers in effective literacy practices and more effective decision-making in planning their literacy programs. It will bring together general and special education school personnel, parents, and researchers in an intensive three-year endeavor to create a school-wide approach to reading instruction and assessment for meeting the needs of students in grades 3, 4, and 5, including those with learning disabilities. Qualitative and quantitative data from a range of sources will be gathered. The research team will use a variety of measures across multiple data points, which will result in a comprehensive set of data for analyzing the features of effective literacy practices, teachers' changes in practices, and the impact on students with high incidence disabilities in general education classrooms.

Products: In addition to annual project reports, formal dissemination activities will be substantial during the third year of the project. These products will portray models and strategies for bringing resources to students with learning disabilities in the general education setting. In addition, project staff will invite school personnel to jointly present at relevant district, state, and national conferences.

Grant Number: H324D990046

A Family-Centered Approach to Early and Prescriptive Assessment of Children at Risk for Learning Disabilities and Behavioral Disorders

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: The primary objectives of this program are: 1) to identify the occurrence, temporal ordering, and clustering of learning and behavior problems; 2) to identify the most reliable, valid, and feasible method for early identification and remediation of problems; and 3) to test the efficacy of parent involvement in assessment and testing of prereferral strategies.

Method: Building on an ecological model, this prospective, longitudinal study with multimodal assessments starting in early childhood will account for the child and family variables that contribute to and ameliorate the development of learning and behavior problems. A sample of 125 three-to-four-year-old at-risk children from culturally diverse families will be recruited from a large pediatric practice in Phoenix, Arizona. Parents and children will be administered a battery of tests each year. Because the participants will be from culturally diverse groups, and because the parents will select the strategies, the prereferral interventions will be family-centered and culturally competent. As such, they will be widely generalizable to families across the country.

Products: Plans are included for widespread dissemination of program results and products to professional and parent organizations, including a web page, articles in professional and parent publications, presentations at conferences that serve professionals in the various fields relating to the targeted population.

Grant Number: H324D990048

Improving the Delivery of Early Intervention to Children with Disabilities from High Poverty Backgrounds

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: The University of Kansas Juniper Gardens Children's Project will: 1) identify, examine, and document factors that contribute to effective early intervention for children with disabilities from high-poverty backgrounds; and 2) develop and validate an intervention that incorporates these identified factors. This project will address the issue of children from high-poverty backgrounds being at greater risk for developmental delays and disabilities than children in the general population by gaining a better understanding of factors that contribute to intervention effectiveness.

Method: In Year 1, the project will run an experimental study investigating the effects of family-guided activities-based intervention delivered during biweekly visits to families by home visitors. The project will examine the effects of the intervention on children's cognitive, language, and social outcomes, on parent-child interaction, and on family outcomes of engagement and satisfaction. The project will also examine barriers to effectiveness in the form of less-than-adequate fidelity, intensity, or duration of intervention, and will identify threats to quality of implementation. In Year 2, the project will employ qualitative research methods using focus groups, unstructured interviews, and participant observation of both staff and families to discover potential solutions to these problems. In Year 3, the project will conduct a second experimental study investigating an enhanced intervention that incorporates family-centered solutions to barriers identified in Study 2.

Products: This project will develop: validated family-guided activity-based strategies for improving the outcomes of children with disabilities within the context of families from high-poverty backgrounds; research reports on specific factors that contribute to effective early intervention for these high-risk children and their families; and training materials to assist home visitor trainers and practitioners in establishing these programs nationwide.

Grant Number: H324D990049

Replicability of a Parent-Child Model of Early Intervention across Participants and Settings

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Beginning Date: 1/01/00
Ending Date: 12/31/02

Purpose: This project will evaluate the validity and feasibility of the Parents Interacting with Infants (PIWI) model and will describe variables influencing perceptions of model validity and of feasibility of implementation, with emphasis on understanding participant and setting variables. The project will explore the influence of different backgrounds and contexts on parents' perceptions of validity, and it will outline considerations and questions to ask when deciding whether a particular intervention model is likely to be valid and feasible given parents and settings with certain characteristics.

Method: PIWI is grounded in research and theory that combine developmental and family-centered perspectives into a relationship-based model that utilizes parent-child interaction as a focus and context for development and intervention. Data will be collected in 16 replication sites selected to represent systematic variation in participants and characteristics of settings. The primary instrumentation and analysis procedures will be qualitative, in order to draw upon the perspectives of the participants in these sites. Staff from each site will be engaged in intensive training and on-site consultation over an extensive contact period, and data will be collected on fidelity of implementation of the model at each site. Data collection will rely on multiple methods and multiple perspectives.

Products: Results of the project will be translated into different products that will address the needs of different potential consumers, including researchers, service providers, policy makers, and the sites themselves. Information helpful in supporting judgements and decisions by each group of consumers will be disseminated by a variety of appropriate avenues.

Grant Number: H324D990051

Use of Multiple Gating and Prescriptive Assessment Procedures to Improve Early Childhood Services and Accurate Identification of Young Children with Disabilities

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: The purpose of this project is to develop a prescriptive assessment protocol for identifying and serving students at risk and with emotional and behavior disorders (EBD) and learning disabilities (LD) in Kindergarten through second grade. It will also develop prescriptive prereferral intervention procedures linked to assessment data to improve the academic, social, and behavioral performance of young children, and to identify environmental and contextual supports for maximizing student performance.

Method: The project will present a plan to link prescriptive assessment protocols to the monitoring of pre-academic, social, and behavioral outcome indicators in a problem-solving intervention model for early identification and treatment of children at risk and with EBD and LD in grades K-2. The problem solving model joins problem identification and validation with exploring and validating solutions in a continuous process that monitors functioning students. Intervention-referenced assessments are used to identify, prescribe, and prevent more serious learning and behavior problems.

Products: The project will identify environmental and administrative supports that enable effective prereferral intervention practices. It will help provide sustained student support (long-term implementation with ongoing student measurement) and accurate identification and appropriate services for young students with disabilities. It will produce a training package in the areas of prescriptive assessment, prereferral intervention, and implementation and maintenance of effective practices for young children with EBD and LD.

Grant Number: H324D990052

Multi-Content ClassWide Peer Tutoring and Self-Management Interventions: Research Improving Teaching Practice and Literacy Outcomes for Middle School Students with Disabilities in Urban Poverty and Suburban Schools

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: This project will address the literacy and advanced subject matter of middle school students with and without disabilities, including culturally and linguistically diverse (CLD) groups (i.e., African-American, Hispanic-American, Native-American, and Asian-American) by utilizing and modifying the ClassWide Peer

Tutoring (CWPT) program for elementary-aged students at risk and with mild disabilities. The CWPT program was originally developed in response to the sociocultural needs of poor, minority group students enrolled in urban elementary schools. This project will extend this important research to middle schools and include both urban and suburban settings.

Method: The project will conduct middle school studies in CWPT and ClassWide Self-Management (CWSM), a behavioral component. The project will: 1) investigate the use of CWPT procedures as an instructional strategy in facilitating multi-content literacy (i.e., reading, science, and social studies) with CLD students with mild disabilities and their typical peers at the middle school level in urban and suburban schools by use of group statistical and multiple baseline designs across classrooms; 2) develop and implement procedures that combine the use of CWPT and CWSM as a dual effective instructional arrangement to enhance student and behavioral outcomes in middle schools in urban and suburban settings; and 3) conduct an experimental-control group study of refined procedures using combined CWPT and CWSM to improve academic and behavioral performance at the middle school level in urban and suburban schools. One hundred and eighty children with disabilities, and 900 peer classmates will directly benefit from these interventions.

Products: Benefits include: 1) experimental-control group studies of CWPT and CWSM in middle school settings with documented effects for CLD students with and without disabilities; 2) school staff trained as site-based experts in program use, and 3) a procedural training manual for use of CWPT in middle school curriculum areas. Dissemination will include local/national training and product disbursement (publications, CWPT manual/materials, interactive CD, and World Wide Web-based materials).

Grant Number: H324D990057

Instruction in Self-Determination to Promote Access to the General Curricula for Students with Mental Retardation in Middle School/Junior High

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Beginning Date: 10/01/99
Ending Date: 9/30/02

Purpose: The Arc, a national organization on mental retardation, and Utah State University will conduct a research project describing, testing, and validating instructional practices to enable sixth to eighth grade students with mental retardation to meet state and local standards and performance goals for all students. This project will focus on core content areas from state standards that share the common instructional theme of promoting students' problem solving, decision making and goal setting capacities.

Method: First year activities will examine the degree to which students with mental retardation have access to the general curriculum and how classroom settings (general classroom versus self-contained classroom) impact this access. The project will observe students who vary based on two criteria; level of mental retardation (mild, moderate/severe) and educational setting (regular classroom, self-contained classroom). Second and third year activities will evaluate the impact of instructional practices to promote self-determination on students' capacity to achieve performance goals linked to state standards across multiple content areas. Third year activities will examine teacher, student, and classroom variables that impact access to the general curriculum. The inclusiveness of the sample will allow the project to compare data based on level of mental retardation or environment, and to examine the relative contribution of each to access.

Products: Using The Arc's national network, findings from the research and information about interventions to promote access will be widely disseminated to key stakeholders in the educational process.

Grant Number: H324D990058

Using Out-of-Level Testing for Students with Disabilities in Large Scale Assessment Programs: Establishing Recommended Policies and Practices

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Beginning Date: 10/01/99
Ending Date: 9/30/02

Purpose: To address questions about out-of-level testing (wherein a student is tested at a lower-than-grade level), the National Center on Educational Outcomes (NCEO), in cooperation with the Institute on Community Integration (ICI), will conduct a study that will investigate the methodological considerations, prevalence, and instructional impacts of out-of-level testing for students with disabilities.

Method: Research objectives will be accomplished by implementing three studies. Study 1 will develop a series of methodological parameters that decision makers at the state and local levels can use to develop guidelines and policies about the use of out-of-level testing. Study 2 will employ a survey to describe the range and variation in which out-of-level testing strategies are currently being applied, including information about policies that dictate this application. Study 3 will focus on "street level" implementation that simply addresses the question, "What happens to the students who are provided with out-of-level tests?". The study will be conducted in five local education agencies across the United States and will involve interviews and focus groups with students, parents, and educators.

Products: This project will provide research-based information regarding the utility, feasibility, and technical adequacy of using out-of-level tests with students with disabilities. Second, it will describe the prevalence and policy context in which out-of-level testing is being used in the United States today. Third, it will provide a comprehensive analysis of how out-of-level tests impact the instruction and educational experiences of students with disabilities.

Grant Number: H324D990059

Developing Number Sense Instruction Accessible to Kindergartners Experiencing Developmental Delays

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Beginning Date: 1/01/00
Ending Date: 12/31/02

Purpose: The primary objectives of this series of research studies is to develop a knowledge base for teaching number sense to students experiencing delays in mathematics in inclusive kindergarten settings. The project will do this by integrating recent findings from cognitive psychology with the empirical knowledge base on effective special education teaching. Additionally, the project will identify formal and informal measures of number knowledge, memory, and mathematics in early elementary school.

Method: To achieve these objectives, a series of research studies will be conducted in Oregon and Texas. The first series of design experiments will lead to interventions suitable for use with students with developmental disabilities in inclusive kindergarten classrooms. This intervention will then be evaluated with two rigorous experimental studies involving a total of 200 students. In the second study, many students will be culturally or linguistically diverse learners. The project will also conduct predictive and concurrent validity studies to develop a battery that can be used for screening and monitoring student progress.

Products: This series of studies will develop the following: 1) an empirically validated instructional approach for developing number sense in kindergarten students experiencing developmental delays in inclusive settings; 2) an empirically validated approach to teaching this material to culturally and/or linguistically diverse exceptional learners; 3) curriculum materials jointly developed with kindergarten teachers that promote access to the general education curriculum; 4) a battery of validated assessment instruments for use in predicting which kindergarten students are at risk for experiencing difficulties in mathematics learning and require additional instructional resources.

Grant Number: H324D990600

Promoting Optimal Therapeutic Practices in Early Intervention through Collaboration

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Beginning Date: 6/01/99
Ending Date: 5/31/03

Purpose: The overall purpose of this project is to identify ways in which clinical research can optimize child outcomes by improving the practice of pediatric physical and occupational therapy for infants and toddlers in

early intervention. This investigation will implement and evaluate a research-to-practice model in order to facilitate the generation and integration of empirically validated pediatric therapy practices within the context of natural environments in which infants, toddlers, and their families spend time. Central to this purpose are collaborative research-practice partnerships involving pediatric therapy teams, parents of infants and toddlers who are participants in early intervention programs, and pediatric therapy researchers. Broad goals include: 1) promotion of children's learning and development within the context of natural environments; 2) implementation and evaluation of collaborative action research teams (researchers, pediatric therapists, parents), using a participation research methodology, and 3) exploration and identification of the ways in which families may best participate as members of research teams. The project will study and identify the supports necessary to maintain utilization of collaborative research teams as an ongoing method for promoting optimal child outcomes through application of empirically validated practices.

Method: The study will be implemented as a four phase model within each of four regions of Pennsylvania. A total of 48 pediatric therapists working in early intervention will be recruited to participate. Therapists will be grouped into collaborative research-practice teams with a parent and a researcher who is a faculty member in pediatric occupational or physical therapy. The four study phases include: 1) identification of key issues and desired outcomes; 2) research action plans; 3) analysis and review of results; and 4) replication and dissemination. The effects of this model will be determined on the basis of quantitative and qualitative measures of child outcomes and results, therapist attitudes and practices, and parent attitudes and practices. A comparison group of children, matched to the age and disability of child participants selected by the collaborative research-practice teams, and the children's parents and therapists will serve as a contrast group to determine the effects of the model on child outcomes/results and on therapist/parent attitudes and implementation of practices. Detailed notes of the model implementation process will be maintained for each research team and for each region to study the process of implementation and identify the barriers/facilitators to implementation and supports necessary to establish and maintain the model.

Products: The final phase of the study includes the development, review, and use of written materials that can be disseminated to other therapists as a way of ensuring best practices and to pediatric therapy researchers to use in training preservice students and in professional development activities. These products will be distributed nationally through presentations at meetings and conferences, attended by early intervention and/or therapy personnel, to families through vehicles such as the National Information Center for Children and Youth with Disabilities, through the project's Pediatric Therapy Home Page where materials will be placed in downloadable form, and through written articles in professional journals and other related publications. Impact of the ongoing research-practice teams within Pennsylvania has been designed into the study through the state-wide (and regional) design of the investigation, the involvement of multiple therapists, extensive and ongoing networking and input promoted through multiple regional and state-wide meetings, and the link of the study with the Pennsylvania Pediatric Therapies Initiative.

(84.023F)
Examining Alternatives for Results Assessment for Children with Disabilities

Grant Number: H023F970004

Kentucky Alternate Portfolio System Study

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Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: This project, a collaboration among the Kentucky Department of Education, the University of Kentucky, and the National Center for Educational Outcomes of the University of Minnesota, continues the research efforts of these organizations in studying the efficacy and instructional impact of the Alternative Portfolio Assessment System. As such, it will study: (1) the reliability of portfolio scores, (2) how those scores correlate with validated indices of best practices for students with moderate and severe disabilities, (3) whether or not students with the most severe disabilities can evidence established learner outcomes as a function of their instruction, (4) the correlation between alternate portfolio scores and positive outcomes upon graduation, (5) the extent that teachers are modifying their instructional practices for these students as a result of the accountability requirements of the alternative portfolio, (6) the relationship between accountability requirements and building- and district-level support of inclusive, community-referenced programs for these students, (7) the extent of participation of the students in developing their own portfolios, (8) issues in establishing equitable criteria for students to participate in alternative assessment, and (9) statewide issues in developing inclusive assessment and accountability systems.

Method: These questions will be answered through a three-year research design across a series of eleven studies. Field data will include interviews, surveys, IEP analysis and on-site observations, post-graduate follow-up studies, reliability data across multiple portfolio scorings, and score distribution for the alternate portfolio in relationship to scoring distributions of students with disabilities and of all other students under the regular assessment system.

Grant Number: H023F970008

Classification in Context: The Effects of Research-Based, Classroom-Grounded Practices on Children at Risk for Reading Failure

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Beginning Date: 7/01/97
Ending Date: 6/30/00

Purpose: The purpose of this three year, longitudinal project is to validate a model of assessment and instruction with respect to: representation of minority children in special education, the IQ-achievement discrepancy method of learning disability identification, the achievement and classroom behavior of children at risk for reading failure, and developmental case studies of at-risk children.

Method: The proposed model consists of five steps: (1) screening with curriculum-based reading measures, (2) identification of children at risk for reading failure, (3) researcher-school team collaboration to develop interventions, (4) general education/special education intervention, and (5) progress monitoring of intervention effectiveness. Quantitative and qualitative methodologies will analyze change at the child, classroom, and school levels.

Products: The project will allow systematic and detailed analysis of a research-based model grounded in the realities of the classroom.

Grant Number: H023F970010

Gauging Outcomes to Accelerate Learning and Success: Goals for Students with Disabilities

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Beginning Date: 11/01/97
Ending Date: 10/31/00

Purpose: The purpose of the project Gauging Outcomes to Accelerate Learning and Success (GOALS) for Students with Disabilities is to remove the two major obstacles to identifying the success of students with disabilities: (1) in many accountability systems, the performance of the students does not count, and (2) there are no guidelines for how teachers can use accountability frameworks to increase expectations and outcomes for students with disabilities.

Method: To remove these obstacles, the project will develop, validate, and codify a Dynamic Assessment Tool for Accommodations for practitioners to identify valid accommodations for students with disabilities. Strategies will be developed by which teachers can use the structure of accountability systems to realize better outcomes for students.

Products: Through the methods of this project, the meaningful participation of students with disabilities in accountability systems will increase, and that participation should produce the intended benefits of increasing expectations, adaptations, and learning for those students.

Grant Number: H023F970017

Validating Accommodations that Legitimize Individuals with Disabilities Access to Testing in Education

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Beginning Date: 8/01/97
Ending Date: 7/31/00

Purpose: This project proposes to study how large-scale tests can be administered so that more students with disabilities can participate in the testing program and increase their chances of success. Participation rates of students with disabilities across Oregon will be tracked and analyzed and a decision-making model developed. Focus groups of teachers, parents, and students will document issues in the decision making surrounding participation and administration of the test in standard and accommodated versions. An adapted version of the test will be developed and field-tested in Oregon schools. Because there are problems associated with a "read aloud" version of the test for some students (those with vision and hearing disabilities, for example), a digitized version using CD ROM and Internet technology will be developed to assist and include those students.

Grant Number: H023F970020

Experimental Analysis of the Effects of Testing Accommodations on the Scores of Students with Disabilities

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Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: The proposed multiyear investigation will focus on the development, use, and effect of testing accommodations on the scores of students with disabilities on challenging mathematics and science performance assessment tasks. Its major objectives are to document and describe the nature of information on testing accommodations in students' IEPs, to document actual testing accommodations when using performance assessment tasks to assess students with disabilities, to examine the effect accommodations have on test results, and to document the judgment of teachers and measurement experts on the appropriateness of testing accommodations.

Method: The predominant research design in this investigation is a between-series experimental procedure featuring an alternating treatments design element.

Products: This project hopes to advance knowledge about the impact of testing accommodations on performance assessment scores and to provide insight into the steps needed to enhance performance of all students in statewide assessments.

(84.023N and 84.324N)
Initial Career Awards

Grant Number: H023N970026

Effects of Setting on Friendship & Acceptance of Young Children with & without Disabilities

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Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: The purpose of this study is to examine the effects of two types of early childhood programs on the social behaviors of preschoolers with disabilities: integrated special education programs in which the majority of children enrolled have disabilities, and inclusive regular child care programs in which the majority of children enrolled are typically developing.

Method: The sample will include 330 children with disabilities and 330 typically developing children from 60 early childhood programs. The study will document the effects of early childhood setting on two types of social outcomes: friendship and peer acceptance. Additionally, the study will assess how child characteristics and other program characteristics mediate friendship and peer acceptance among young children with and without disabilities.

Products: The findings of the study should provide important theoretical information about complex transactions among social outcomes, child attributes, and the broader social context. The results will have clinical implications with respect to designing and evaluating future interventions aimed at promoting peer acceptance and positive peer relationships among children with and without disabilities. The results will be disseminated widely and the project will publish a consumer-oriented article for parents and classroom teachers.

Grant Number: H023N970037

Culturally and Linguistically Relevant Strategy Instruction for Language Minority Students with Learning Disabilities

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Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: This project will describe the literacy strengths and difficulties faced by language minority students with learning disabilities in grades 4 to 6, develop and refine instructional interventions for them, and disseminate the findings of this research.

Method: In-depth descriptive studies of Asian American and Latina/Latino students with learning disabilities will inform the development and implementation of instructional interventions by which students are taught three reading strategies and provided with opportunities to increase their reading rate and fluency.

Products: This project will refine a model of language minority students who have learning disabilities or who are at risk for referral to special education. Dissemination of research findings will include publications in professional journals and production of videotapes of effective literacy instruction. Teacher training modules will also be developed and implemented, and serve as vehicles for disseminating information produced by the project.

Grant Number: H023N970042

Early Development and Intervention Needs of Young Children with Visual Impairments

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Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: This project will examine early development and intervention needs of young children with severe visual impairment, develop a series of intervention studies, conduct a pilot study of the most promising interventions, and disseminate implications for facilitating development and optimizing education for this population.

Method: A series of three studies will be conducted: in Study 1, two extant data bases will be combined to form a longitudinal data set; in Study 2, 50-100 parents of children with visual impairment and 20-50 adults with visual impairment will be interviewed; and in Study 3, 300 early childhood teachers will be surveyed. Qualitative and quantitative methods will be used to analyze data from studies 2 and 3.

Products: The products generated from this project will include a series of six articles, three geared to researchers/clinicians and three geared to parents/teachers; a monograph describing the project's findings; state and national presentations; and a series of proposals for intervention studies.

Grant Number: H023N970049

Examining the Effects of Embedding Young Children's Goals and Objectives in Daily Activities

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Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: This study is designed to fill a critical void in early childhood special education (ECSE) by meeting three procedural goals: to examine and describe the instructional behaviors of teachers working in ECSE classrooms; to assess and describe changes in teacher behaviors following training; and to measure the effects on children's performance when IEP/IFSP goals and objectives are embedded in daily activities.

Method: The project comprises three interrelated studies. The first study will examine the types of assessment tools ECSE teachers are using and the utility of IEP/IFSPs for program planning. Teachers will be observed in attempts to establish benchmarks regarding the frequency that they are able to embed children's targeted IEP/IFSP goals and objectives. The second study will examine the effects of training on how frequently teachers embed goals and objectives, when they do so, and the strategies they use to embed. The third study will examine the effects on young children's development when IEP/IFSP goals and objectives are embedded in daily activities.

Products: Through this project, the instructional behaviors of teachers working with preschool children with disabilities will be examined, the effects of embedding training on teachers' use of instructional behaviors will be determined, the effects of embedding children's goals in daily activities will be studied, and a line of research regarding the treatment validity of the project methods, the utility of IEP/IFSPs, and the effectiveness of embedding children's goals and objectives in daily activities will be expanded.

Grant Number: H324N980017

Improving the Efficacy of Classroom Interventions for Students with ADHD and Related Concerns

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Beginning Date: 7/01/98
Ending Date: 6/30/01

Purpose: This project will address the need to improve the efficacy of school-based assessment, intervention selection, and progress monitoring for students with attention deficit hyperactivity disorder (ADHD) and related

concerns, by focusing on the gap between empirically-based best practices found in the research literature and current practice in elementary school settings.

Method: The project will train school-based intervention assistance teams in best practices in assessment, intervention selection, and progress monitoring for students with ADHD. A multiple baseline design for implementation of training will allow for both within and between group analyses of effects training.

Products: The impact of this training on service delivery to students with ADHD, teaming process and outcomes, and consumer satisfaction with these outcomes will be documented and results will be disseminated to groups at a national level. A refined effective, efficient, and practical model will be incorporated into a training manual.

Grant Number: H324N980023

Integrative Synthesis of Social Outcomes for Students with Learning Disabilities and Emotional/Behavioral Disorders: Effects of Placement and Instructional Grouping Practices

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Beginning Date: 9/01/98
Ending Date: 8/31/00

Purpose: The purpose of this project is to conduct a comprehensive, integrated synthesis of the research on the effects of classroom placement and within class instructional grouping on social outcomes for students with learning disabilities and emotional or behavior disorders.

Method: The project combines three approaches to research synthesis: meta-analysis, traditional narrative review, and multivocal synthesis.

Products: The integrated synthesis will provide parents, teachers, and educational leaders with clearer information concerning the effects of placement and grouping decisions on students' social well-being.

Grant Number: H324N980024

Using Teamwork to Plan Systematic and Functional Environments for Students with Emotional and Behavioral Disorders

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Beginning Date: 9/01/98
Ending Date: 8/31/01

Purpose: The goal of this project is to develop and test a practical approach to the identification of, and intervention with, students with emotional or behavior problems with the objective of examining the possibility of improving educational services to students with EBD by using a program of positive support.

Method: A prospective, longitudinal cohort design and a single subject design for case studies of students who receive individualized interventions will be utilized to examine exisiting school records to identify fifth grade children in need of additional support. Functional assessments by school problem solving teams to systematically develop individualized interventions, and collaboration between parents and schools in planning for transition from elementary to middle school will also be investigated.

Products: A procedures manual for future school teams and researchers who may wish to use this model will be developed.

Grant Number: H324N980033

Project VALUE: Valid, Adult-Mediated Literacy Instruction Which Is Useful and Efficient

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Beginning Date: 9/01/98
Ending Date: 8/31/01

Purpose: The purpose of this project is to develop and evaluate feasible methods for preventing reading failure by analyzing feasible and cost-efficient methods of reducing the number of students who would typically qualify for special education services and then to develop intensive intervention, thereby enabling school systems to use existing resources more effectively.

Method: Year one will focus on examining efficient means of increasing the literacy skills of at-risk first-graders. These adult-mediated procedures will center around the tutoring routines used in 1st Grade Peer-Assisted Learning Strategies (PALS), but these will be expanded to include scaffolded reading and writing experiences. The project will also examine the effectiveness of a specific metacognitive strategy which includes the use of a few, simple mnemonic aids. The project will use a three-between subjects (adult-mediated instruction vs. adult-mediated instruction with mneumonic strategy vs. contrast) design. The first group will be taught

using simple routines similar to those used in 1st Grade PALS. The second group will be taught using the same routines with the incorporation of a mnemonic strategy. The third group will be a no-treatment contrast group, with most students in this group participating in already existing community volunteer tutoring. Approximately 90 at-risk students (determined through screening procedures) from 30 different classrooms will be randomly assigned to the three groups. Pre- and post-test achievement data will be collected on basic literacy skills. Additionally, curriculum-based measurement data of both oral reading fluency and phonemic segmentation fluency will be collected. In Year Two, the project will conduct two studies simultaneously. The first will explore the effectiveness of the program when it is implemented by community volunteers. The project will use a two-between subjects (adult-mediated instruction vs. contrast) design. About 24 classrooms will be involved, including three students per classroom with half of these students being assigned to the treatment group and the remaining assigned to a no-treatment contrast group. In the second experiment in Year Two, the project will develop and test specialized instructional methods which would ultimately be delivered by a certified teacher, most likely a special education teacher in an inclusive setting. These methods will be designed to foster careful, yet automatic attention to all the letters in words. Phonemic segmentation fluency and oral reading fluency will be monitored weekly using curriculum-based measurement (CBM). In Year Three, the project will implement both levels of instruction simultaneously with a new sample of first graders.

Products: Project-related accomplishments will include detailed reports on the findings, a new validated volunteer-based instructional system, a set of procedures for meeting the needs of the most difficult to teach students, and detailed manuals for training volunteers and other service providers to use the methods developed and researched through this project.

Grant Number: H324N990017

Employing Functional Assessment Behavioral Support Planning with Regular Classrooms and with Students At-Risk for School Failure

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: The purpose of this research project is three-fold: 1) to determine the accuracy of different functional assessment strategies (i.e., teacher interviews, student interviews, parent interviews, and direct observations); 2) to validate these strategies within the school context; and 3) to develop behavior support plans.

Method: Several participant populations will be included in the proposed research: 1) elementary and middle school students who have or are at-risk of emotional and behavioral disorder; 2) elementary and middle school teachers who work with or have knowledge of these students; 3) school-based discipline team members responsible for addressing the needs of students with severe problem behavior; and 4) the parents of the students with severe problem behavior. A series of single subject designs will be used to address the research questions, especially as they relate to the problem behaviors of high functioning students with emotional and behavioral disorders. The project will investigate the relationship between functional assessment strategies and information gained from the student in determining function(s) of behavior and the student characteristics (e.g., age and academic skills that are necessary for students to participate in the functional assessment process).

Products: This research will extend knowledge of the accuracy of student information-related problem behaviors of high functioning students with emotional and behavioral problems in school settings. Dissemination activities

will include individualized behavior support plans for 30 students, local and national presentations, a World Wide Web page, journal articles, an implementation manual, and annual reports.

Grant Number: H324N990020

An Empirical Investigation of Teachers' Attitudes toward Their Included Students with Disabilities

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: This project will inform and improve the education of included students with disabilities by examining and improving teacher attitudes toward their included students and related teacher-student interactions. Specifically, it will determine which contextual supports and classroom, teacher, and student characteristics are associated with positive teacher attitudes toward their included students and evaluate the effects of an inservice seminar designed to improve teachers' attitudes toward their included students with disabilities.

Method: This investigation will employ a stratified random sample of approximately 16 elementary schools and 224 teachers, involving approximately 5,600 total students — of which approximately 896 are included students with disabilities. Direct observations in a stratified random sample of 12 classrooms will be conducted. A variety of statistical methods (including, but not limited to chi-squares, t-tests, ANOVAs, MANOVAs, simple regressions, and stepwise regressions) will be used to compare teacher attitudes between groups of students and determine which variables are most closely associated with positive and improving teacher attitudes and related teacher-student interactions.

Products: The project will help further understanding of how tolerance theory and a theory of differential expectations apply to inclusive education by testing theory-based predictions. Bulletins, interim and summary technical reports, and program descriptions will be disseminated to all participating schools and eight school districts in the KENT Partnership Network. Conference presentations will be made and a number of articles will be produced for professional journals. A World Wide Web site, linked to Kent State University's College of Education, also will be developed to feature project findings and recommendations.

Grant Number: H324N990028

Integrating Instruction in Self-Determination into Secondary/Transition Special Education Teacher Preparation Programs

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Beginning Date: 7/01/99
Ending Date: 6/30/02

Purpose: This three-year project will investigate the optimal way to prepare high school special educators and transition specialists so that they will be able to facilitate student self-determination in the transition planning process.

Method: This research project will use a combination of surveys, interviews, observations, and pre-test/post-test measures to determine the best way to prepare teachers. Year I will focus on what is currently being taught to special educators through courses at colleges and universities throughout the United States as well as what special educators currently know and where they learned these concepts and strategies. Year II will focus on integrating this information with current literature on teacher preparation to develop a curriculum for preparing special educators in transition planning and implementation that will include a self-determination component. Year III will consist of field testing this curriculum within the Master's degree concentration in Transition Planning at the University of Nevada, Las Vegas. A single group interrupted time-series design will be used to measure the effectiveness of the curriculum for the preparation of special educators who are competent in facilitating the self-determination of their students.

Products: The curriculum developed by this project will help prepare special educators in transition planning and implementation that encourages self-determination in their students with disabilities.

Grant Number: H324N990029

Special and General Education Teachers' Perceptions, Application and Adaptations of the NCTM's Curriculum and Evaluation Standards for Teaching Math that Improve Math Performance for Secondary Students with Learning Disabilities

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: This project will investigate special and general education teachers' perceptions, application, and adaptations of the National Council of Teachers of Mathematics standards for teaching mathematics that are designed to improve mathematics performance for secondary students with learning disabilities.

Method: The project involves four studies over a three-year period: two national mail questionnaires and two descriptive case study designs (i.e., in-depth observation and structured interviews). The survey studies will be utilized to investigate national data involving teacher characteristics (e.g., perceptions) and for identifying subsamples for in-depth analysis. Use of case studies will assist with validating survey responses, as well as interpreting and describing statistical relationships (e.g., the nature of modifications needed for students with learning disabilities).

Products: Project-related outcomes and materials include a detailed instructional manual for secondary special and general education teachers that will provide specific strategies, modifications, and adaptations for helping students with learning disabilities. Final reports of project outcomes via referral journals, presentations at regional and national conferences, and seminars for secondary teachers of students with learning disabilities will also be conducted for greater dissemination.

(84.023V and 84.324V) Research Institutes to Accelerate Learning for Children with Disabilities with Curricular and Instructional Interventions

Grant Number: H023V970008

REACH: Research Institute to Accelerate Content Learning through High Support for Students with Disabilities in Grades 4-8

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Beginning Date: 10/01/97
Ending Date: 9/30/02

Purpose: The Research Institute to Accelerate Content Learning through High Support for Students with Disabilities (REACH) is a collaborative project researching interventions that reflect high expectations, high content, and high support for students with disabilities. REACH will study complex interventions in standards-based curricula in mathematics, science, social studies, and language arts.

Method: Principal investigators will conduct research around issues of how interventions support students with disabilities, how they impact the learning of key concepts, and what professional supports for teachers are critical for successful curriculum implementation. Researchers in the project will design and pilot interventions, test their impact, and study the impact on student learning of varied implementation supports for teachers, helping to provide students with disabilities access to authentic tasks, strategies to meet the cognitive demands of the task, support for collaborative inquiry with peers, and opportunities for substantive conversations about "big ideas."

Products: REACH will develop a family of products to influence practice, including case studies of supported curriculum, and will disseminate findings and products within several national networks. With its community of researchers and educational leaders and its research program, REACH expects to accelerate content learning for students with disabilities and to contribute to their inclusion in standards-based reform.

Grant Number: H324V980001

Center to Accelerate Student Learning: CASL

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Beginning Date: 1/01/99
Ending Date: 12/31/03

Purpose: The Center on Accelerating Student Learning (CASL) will accelerate learning in the early grades for students with disabilities and provide a solid foundation for sustained learning through the intermediate grades and beyond. To accomplish this goal, CASL has four objectives: 1) to co-construct, with teachers, effective multi-component instructional interventions in reading, writing, and math, which focus on low- and higher-order skills as well as fluency, transfer, and maintenance; 2) to identify the critical classroom-setting features required for implementing innovative multi-component practices; 3) to develop a conceptual model that integrates a comprehensive instructional framework with classroon; context necessary to support its implementation; and 4) to provide practitioners with logistical guidance, self-assessment tools, manuals, and videos for effecting that classroom context and implementing those comprehensive instructional practices.

Method: To accomplish this workscope, CASL brings together five investigators who will work within a common conceptual framework, rely on each other's instructional components to achieve greater comprehensiveness, and collaboratively build instructional methods to promote fluency, transfer, and maintenance. A strategic program of classroom research, with quantitative (descriptive and experimental) and qualitative studies has been designed. CASL will conduct this research across sites (New York City, suburban Maryland, urban Nashville, and rural Tennessee) representing diversity in terms of geography, student demographics, and school organizations. Project staff will collect, analyze, and communicate data on a range of variables, including student learning, contextual features, teachers, and parents. Students will be followed across years to assess the sustainability of effects. Collaboration will occur with content specialists, research institutes, communication specialists, and professional and advocacy organizations to ensure effective communication with diverse audiences. The project will also provide training and research opportunities for at least 11 graduate students, including those from traditionally underrepresented groups.

Products: CASL's work occurs in four strands, each of which span five years. In Strand I, numerous contextual and student variables in diverse classrooms will be studied to identify which contextual features support best practices and student learning. Annual replications will be conducted across sites. In Strand II, investigators will share effective instructional components to build more comprehensive methods and develop new approaches for promoting fluency, transfer, and maintenance. Each year, experimental studies exploring the effectiveness of added instructional features will be conducted. In Strand III, the project will produce a self-assessment for making classroom contexts more supportive; a self-assessment for specifying how to make instructional programs more comprehensive; a set of multi-component instructional methods in reading, writing, and math; a blueprint for helping teachers build more comprehensive methods on their own; manuals/videos with which practitioners learn to use the self-assessments, the instructional methods, and the blueprint; and research reports that are accessible to researchers, practitioners, and parents. In Strand IV, these products will be disseminated in ways that achieve broadest exposure and adoption.

(84.024B)
Model Demonstration Projects for Young Children with Disabilities

Grant Number: H024B950020

Supporting Neurobehavioral Organizational Development in Infants with Disabilities: The Neurobehavioral Curriculum For Early Intervention

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Beginning Date: 10/01/95
Ending Date: 9/30/00

Purpose: To develop, field test, and evaluate an innovative curriculum which will assist early intervention professionals, parents, and early intervention paraprofessionals to recognize and support the neurobehavioral organization of infants with severe disabilities.

Method: The proposed curriculum will consist of three major components: 1) Neurobehavioral Strategies for Intervention to assist intervention professionals in supporting the neurobehavioral organization of infants during assessment, intervention and caregiving sessions; 2) Neurobehavioral Facilitation Guide for Parents, which will assist early intervention professionals in training parents to observe, interpret and support the neurobehavioral organization of their infants; 3) Neurobehavioral Instructional Guide for Paraprofessionals to better support the neurobehavioral organization of infants during their daily interactions with infants and their families. Project staff will develop these curriculum materials, implement and evaluate them, disseminate them, and replicate them. Infants, newborn-8 months developmental age, who are born with very low birthweight or with severe disabilities and their families will be the primary beneficiaries of this program, although early intervention professionals and paraprofessionals will also receive direct training through the project.

Products: The result will be a comprehensive neurobehavioral curriculum supporting the neurobehavioral organizational capacity of the infant born with very low birthweight or severe disabilities. The proposed curriculum will be referenced to the Infant Behavioral Assessment tool and should result in the formation of a neurobehavioral assessment/curriculum system for early childhood special education. Research articles, articles for practitioners, and presentations at professional meetings are planned to help disseminate the finished product.

Grant Number: H024B950029

Project Kako'o

Project Director: Brown, Sue
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Family Health Services Division
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Beginning Date: 10/01/95
Ending Date: 9/30/00

Purpose: To provide supportive parenting assistance to parents with cognitive disabilities who have infants and toddlers.

Method: Family members who meet eligibility criteria and request assistance will work with their care coordinator to identify their resources, priorities, and concerns. To assist in this process, the care coordinator will review the family's daily routines, identifying areas that are working well as well as areas where assistance is needed (such as providing nutritional meals, transportation to infant development program sites, providing appropriate developmental activities at home, and home safety). Any newly identified resource, priority, or concern will be added to the current IFSP and a decision will be made as to the most appropriate parent training/support needed and how it would be best implemented. The care coordinator will then contact the program for possible parent coaches and programs that have expressed a willingness to serve. Parent coaches will support parents' acquisition of new skills through parent training, counseling, and support of parent attendance at community-based programs. Additional resources to be developed will include visual aids designed to pictorially illustrate how parents can carry out key responsibilities. Further training will include community service providers as well. All infants and toddlers who are eligible for early intervention services and have parents with cognitive disabilities will be eligible for participation; this number is estimated at 213.

Products: Through the provision of additional support services to parents with cognitive disabilities, a mechanism for the primary prevention of mental retardation, child abuse, and neglect in this population will be institutionalized. The project will incorporate previous research findings to create a culturally sensitive, community-based, family-centered system of services to empower these families to more fully meet the needs of their children. Information and articles regarding the project will be disseminated regularly to state and local publications. The Hawaii University Affiliated Programs dissemination network will be utilized to provide project information throughout the Pacific Basin. Presentations will be made to a number of major state and national gatherings.

Grant Number: H024B950036

The RIDE Project: Reaching Individuals With Disabilities Early

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Beginning Date: 7/01/95
Ending Date: 6/30/00

Purpose: To 1) enhance child find efforts for three-and four-year-old children with disabilities in order to provide early intervention services and 2) to help meet the assistive technology needs of three- to eight-year-old children with disabilities, in order to improve their integration into regular classroom and family settings.

Method: This model will demonstrate a regional collaborative approach to addressing child find and assistive technology barriers currently common in rural areas. A strong rural outreach and on-site support system will be provided to 12 elementary schools and their communities in six Ohio Valley school districts. Project staff will utilize a mobile unit equipped with diagnostic screening and assessment materials as well as a wide array of assistive technology equipment to provide outreach services in the community, the home, and the school. Additional strategies for on-site support will include the following: a child find awareness campaign (including the production and dissemination of a video and child find information packets); teacher and parent training sessions in assistive technology; a quarterly parent and teacher newsletter and resource directory about assistive technology; videotaping of individual children's use of assistive technology for parents' viewing; and services for occupational therapy, physical therapy, and technology support.

Products: The child find component of the project is expected to yield increases in referrals, family participation in registration and screenings, and numbers of children receiving screenings and referrals early in life. The assistive technology component of the project is expected to yield increases in teacher knowledge, classroom use of assistive technology, parent interest in home use of assistive technology, and numbers of families accessing financial assistance for assistive technology.

Grant Number: H024B950046

Project Child Care 2000: Enhanced Child Care Resource and Referral Services for Children with Low Incidence Disabilities

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Beginning Date: 7/01/95
Ending Date: 6/30/00

Purpose: To develop, implement, evaluate, and disseminate an enhanced child care resource and referral service for children with disabilities and their families.

Method: Using an enhanced child care database, parent counseling, individualized technical assistance, and consultation linking experts in disabilities to service providers, this project will meet the unique child care needs of young children with disabilities in Massachusetts. During Years One and Two, two demonstration sites will develop, implement and evaluate systems to refer families to child care providers who are able to administer medication, provide site modification, access special equipment, and other accommodations to meet individual requirements for assistance in communication, mobility, behavior management or other special needs. Families wishing to use this service will go through new intake procedures to gather further information about children's strengths, needs and disabilities. Followup services after parents select child care will include facilitating a team approach for those working with the child. During Stage Two, the project staff will produce, pilot, and evaluate training modules for replication of the model to all state funded child care resource and referral agencies in Massachusetts. In Years Four and Five these agencies will replicate the demonstration project. OUTCOMES: As a result of this project, CCR&R projects in Massachusetts will become uniquely situated to help families searching for inclusive child care for children with low incidence disabilities. Fully developed enhanced procedures for providing referrals, parent counseling, coordination of support services, and training and technical assistance for providers will be published and disseminated to all Massachusetts CCR&Rs. Project staff will also provide direct training and technical assistance to participating agencies. An anticipated 160 families of children with disabilities will be referred to appropriate providers with confirmed openings, of whom roughly 15 will represent children with low incidence disabilities.

Grant Number: H024B950051

Let's Play! Project

Project Director: Mistrett, Susan
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Beginning Date: 6/01/95
Ending Date: 5/31/00

Purpose: To develop, implement, evaluate and replicate a demonstration model to enhance the ability of infants and toddlers with significant disabilities to play as independently as possible.

Method: The proposed project is designed to begin the unraveling of the "how to's" in the application of low-tech assistive technology to the birth to three year old population of children with disabilities, in their natural environment. It is also designed to produce data pertaining to the details of toy and switch adaptations most attractive to this population. Project strategies will include the following: 1) assessment, choice of adaptations, and implementation of the play plan will be family-directed; 2) play will be the focus of the intervention; 3) the selection of low-tech assistive technology will be the critical intervention tool used in the facilitation of play and development; 4) these concepts will be extended into natural environments; and 5) a Toy and Assistive Technology Lending Library will ensure that families have immediate access to appropriate toy and play adaptations. Activities during Year 1 will focus on recruitment of participants, piloting assessment and reporting procedures, and identifying items for the Toy and Assistive Technology Lending Library. In Years 2 and 3, there will be ongoing play assessment, intervention and follow-up. By the end of the third year, an effective model will be working, resulting in positive child and family outcomes. Replication sites will be supported by the development of procedural guides. The project expects to serve 45 families and children ages birth through two at the original site and an additional 44 families at replication sites in years 4 and 5. These children will be experiencing significant physical, sensory, and/or cognitive disabilities which interfere with their ability to interact with objects and people in their environments.

Products: In addition to the intervention tool and lending library, dissemination will be conducted through articles in professional journals, presentations at conferences, electronic notices on telecommunications networks, training workshops, and newsletters to families and professionals. Five manuals reflecting project findings will be developed to provide information on various aspects of the model and to facilitate replication.

Grant Number: H024B950055

Project SELF (Supports for Early Learning Foundation)

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Beginning Date: 9/01/95
Ending Date: 8/31/00

Purpose: To develop an innovative, transdisciplinary model of assessment and intervention which focuses on the qualitative aspects of child's performance and identifies supports necessary for early learning.

Method: Project SELF will develop, implement, evaluate and replicate the following three major model components: 1) SELF observation tool for interventionists and families to use in identifying a child's current strategies for self-regulation and efficient adaptive response and his preferences for adapting these strategies to the social and physical requirements in his environments which also takes into consideration the effects of temperament and neurophysiological functions; 2) SELF strategies curriculum/menu that identifies strategies for self-regulation used by normally developing young children at specific ages given specific environmental expectations and requirements and methods for supporting strategies in young children with or at risk for developmental disabilities; and 3) SELF interactive multimedia training package providing instruction and practice in the use of the SELF observation tool and the SELF strategies curriculum. Development and implementation of the model will take place within an early intervention program serving young children with developmental disabilities in inclusive settings at three sites in New Mexico. Implementation of model components and training will also be provided to specific infant/toddler programs targeting children with low incidence disabilities in New Mexico. In the first three project years more than 50 interventionists will receive training and more than 400 young children with developmental disabilities will benefit directly from the model.

Products: Dissemination products will include a project brochure, information flyers (in separate editions for families, early interventionists, agencies), and the three major components of the SELF model. Proposals to national and local conferences and submission of articles to journals serving early intervention personnel at state and national levels will further support the program's goal of national impact.

Grant Number: H024B950064

The Early Childhood Interactive Technology Literacy Curriculum Project

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Beginning Date: 10/01/95
Ending Date: 9/30/00

Purpose: To develop and demonstrate a developmentally appropriate Interactive Technology Literacy Curriculum (ITLC) component for programs that serve young children with disabilities.

Method: The ITLC will be based on the integration of a contemporary emergent literacy approach with successful assistive technology experiences for young children. Software will be selected according to an analysis of its quality and interactivity levels, appropriateness, and appeal to children. The ITLC will be organized into three sections to include activities designed for 1) interactive commercial software; 2) interactive software produced by model classrooms using a hypermedia software authoring system; and 3) tool function software such as graphics and story-making. Each section of the curriculum will contain on-computer and off-computer activities. Content will emphasize naturally occurring events in children's lives. A variety of additional materials to be used will include peripherals, books, paper, crayons, paint, and dramatic play props. Children with mild to moderate disabilities will be targeted in the first program year, with increasing numbers of children with severe disabilities added in the second and succeeding years. Program evaluation data will include direct observation records, videotapes, individual child portfolios, and informal assessment measures to determine child, family, and staff outcomes. The project's cooperative venture among two districts and one state university will benefit a total of 196 children, families, and early childhood team members during the first three years. Personnel will include early childhood educators and a wide range of early intervention team members. Children will include those with disabling conditions from mild to severe, including multiple disabilities.

Products: Benefits are expected to include positive effects on the emergent literacy knowledge and abilities of participating children, an area where children with disabilities often demonstrate critical delays which impair their ability to work in inclusive settings. Families will be involved on several levels according to their wishes and values. Project products will include the curriculum, manuals for early childhood staff and families, videotapes and computer software.

Grant Number: H024B955000

A Family Centered NICU Model Demonstration Project for Young Children with Disabilities

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Beginning Date: 11/02/95
Ending Date: 9/30/00

Purpose: To establish a model family-centered neonatal intensive care unit and to disseminate the model nationally through manuals, video tapes, and journal publications.

Method: Components of the model will include the following: 1) family partnership in governance; 2) parent to parent support; 3) family-centered staff training; 4) community linkage to local physicians, hospitals, and early intervention programs; 5) family-centered information systems; 6) partnerships in decision making; 7) family psychosocial supports; and 8) family-centered follow-up services. Model components have been identified through a needs survey and interviews conducted with parents who have been served through the NICU, consultations with neonatology staff, and a review of current literature. A randomized group comparison design study will be conducted to assess the efficacy of the interventions on measures of infant development, parental emotional and psychological status, family needs, and social support. A follow-up study will evaluate the impact of these practices over time. A qualitative evaluation will describe the processes of implementing the model and the impact of model components that cannot be evaluated experimentally. 120 families of children with disabilities will participate in the initial study of the efficacy of the project's interventions, although numbers of infants served through the continued operation of the NICU will be much higher.

Products: Dissemination of project activities and findings will include a quarterly project newsletter, videotapes illustrating model components, publication of results in professional journals, and a book on creating a family-centered NICU. Replication of the model at other NICUs will include local replication plans, technical assistance, and funding support.

Grant Number: H024B960010

Developmental Access Through Primary Care: The DAP Care Model

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Beginning Date: 10/01/96
Ending Date: 9/30/01

Purpose: The Developmental Access through Primary (DAP) Care uses primary health care as the springboard for a system designed to mediate the negative impact of poverty on young children with developmental disabili-

ties. The DAP Care Model Demonstration Project will build on existing approaches to mental health services to create an effective system for serving young children with disabilities living in impoverished communities.

Method: The project will use a community-based primary health care setting for screening and referral for further evaluation for disabilities. It will develop and implement an effective and culturally competent family advocacy training component for low-income families; it will identify, recruit, and train a cadre of family and community leaders to participate in educational and recreational programs as a resource base for targeted children; and it will develop and implement a consultation component to increase the capacity of local service agencies to provide a continuum of intervention services in the natural environment for the young child with disabilities. The proposed project will benefit a wide range of individuals, including young children with disabilities, parents and other family members, and community-based agencies providing services to young children, including primary health care physicians. The DAP Care Model Demonstration Project will be developed at two sites in Southeast Washington, D.C.

Products: Through the development of a Community Infrastructure needs Assessment program, which will help identify a wide range of informal and formal supports for young children with disabilities, the base of support within the community will be expanded. A system of community-based health care providers will be developed that will screen all young children from Medicaid-eligible families for disabilities; a family advocacy component will support families by providing or referring them to needed services in the community; and a community service consultation component will increase the capacity of local service agencies to provide intervention services. The development of educational and recreational programs will create activities for children and families. The DAP Care Model can be replicated in other sites throughout the country and the results of the project disseminated to a wide range of audiences.

Grant Number: H024B960027

Development, Testing, And Dissemination of Nonaversive Techniques for Working with Children with Autism: Demonstration of A "Best Practices" Model for Parents And Teachers

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Beginning Date: 10/01/96
Ending Date: 9/30/01

Purpose: To develop, implement, evaluate, and disseminate approaches to prepare teachers and parents to intervene and teach children with autism.

Method: The demonstration model proposed incorporates procedures to assess project effects on a variety of outcome measures used in published research on young children with autism. Major goals of the project are to (a) develop a model program to train parents and educators in proactive strategies using both antecedents and consequences for teaching young children with autism; (b) field test the effects of the training program and evaluate changes in students outcomes as a function of enhanced skills of classroom personnel obtained during training; and (c) disseminate inservice preparation training materials regionally. These materials will be developed and field tested in the first year of the project. Years Two and Three present the potential for training over 100 professionals in Iowa through summer training institutes.

Products: Results of the project will be submitted for publication in professional journals of national organizations, and will also be disseminated through workshops held at state, regional, and national conferences. The

training module will be validated using formative and summative evaluation, compared against previously published research that fails to account for regression effects and measurement error.

Grant Number: H024B960032

Project Ties—Towards Inclusion in Early Education

Project Director: Pearl, Lynda
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Beginning Date: 12/15/96
Ending Date: 12/14/99

Purpose: The proposed TIES project will develop a model demonstration project for in-service training that will follow the curricular framework developed by NAEYC and will focus on interdisciplinary training for paraprofessional child care providers and early childhood educators to include young children in rural areas with disabilities in typical child care settings.

Method: The TIES model is a trainer-of-trainers model for professionals who will be presenting in-service training to paraprofessional child care providers. Eight training modules will be developed by an interdisciplinary team of trainers to provide trainees successively more sophisticated information and strategies related to inclusion.

Products: Child care providers and trainers will increase their knowledge regarding the different types of disabilities displayed by children enrolling in their programs and better understand the children's special needs, which will allow them to: provide developmentally appropriate programs for integrating those children into a typical child care setting; build a foundation for understanding and measuring delayed and different development; provide a safer environment for the children; plan, organize, implement, and evaluate inclusive programs; better understand family and cultural concerns to interact with families and staff and work cooperatively with related service specialists.

Grant Number: H024B960034

Building Language and Literacy Skills During the Early Childhood Years: Preparing Children with Disabilities for Success in Early Elementary School

Project Director: van den Pol, Richard; Vincent, Lisbeth J
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Beginning Date: 11/01/96
Ending Date: 10/31/01

Purpose: To develop a model for fostering emerging literacy skills in young children with disabilities.

Method: This model will feature developmentally appropriate and culturally sensitive play, storytelling, and reading materials, with family support provided to encourage involvement in the early literacy activities of their children. Students currently served in the proposed sites come from primarily Native American and Anglo-European backgrounds, with staff reflecting these two cultures. The CO-TEACH Preschool at the University of Montana will serve as the first fully-integrated preschool program, with the other at the Cherry Valley Elementary School in Polson, Montana on the Flathead Indian Reservation. Early childhood special education,

Head Start, kindergarten, and first-and second-grade classrooms will serve as demonstration settings at this latter site. Further community involvement will be secured through cooperation with speech and language resource programs operated by the Confederated Salish-Kootenai Tribes on the reservation. After the development of appropriate support media and materials, data will be gathered on (1) child progress in language and literacy acquisition, (2) family involvement and satisfaction, (3) teacher judgment of the propriety and ease of use of early literacy activities and materials, and (4) attainment of project goals and objectives. During years one through three, 40 children and families will participate in early literacy activities. During years four and five, activities will continue at the original sites as well as two replication sites for at least 10 children each.

Products: This project will result in a model for fostering early language and literacy skills in young children with disabilities which will have been field-tested, refined, and replicated. This model will be family-centered, culturally sensitive, and developmentally appropriate. Media and print materials supporting model implementation in a variety of settings will be made available as well.

Grant Number: H024B960042

Project ACCESS: A Model for Capitated Early Intervention Transdisciplinary Habilitative Services

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Beginning Date: 10/01/96
Ending Date: 9/30/01

Purpose: To develop, implement and evaluate a model that delivers coordinated transdisciplinary, early intervention, habilitative services, and service coordination within a capitated early intervention habilitation program. Target population is children in the Metro Denver area birth to five years of age who are Part H eligible, and who are enrolled in Colorado Access (Medicaid HMO) and consequently receive their early intervention therapy services benefits through Colorado Access.

Method: The proposed system will be designed to hold providers accountable for integrating their interventions across disciplines (PT, OT, Speech) and settings (home, school, and recreation) around functional outcomes and health promotion. In this program the transdisciplinary habilitation team will operate under a capitated rate. Within that rate teams will have flexibility to design and implement services using instructional and consultative strategies which have been shown to be more effective and more compatible with family preferences, but which have not been reimbursable under fee-for-service Medicaid. Colorado Access will contract with the Children's Hospital of Denver and the University Affiliated Program of the University of Colorado Health Sciences Center to provide rehabilitation and therapy services on a capitated basis to eligible children and families.

Products: This project will provide data on the quality and effectiveness of care, integration of services, child outcomes, family satisfaction and costs under a capitated (compared to a fee-for-services) model of early intervention services. Project products will include documentation of standards of care, quality assurance criteria for all program components and documentation of processes for staff shifting focus to the capitated model.

Grant Number: H024B960056

Model Demonstration Project for Young Children with Disabilities

Project Director: Herwig, Julia
CESA 5
The Portage Project
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608-742-8811

Beginning Date: 9/01/96
Ending Date: 8/31/01

Purpose: To develop an interactional model for change that will increase the use of family-centered practices with the families of children with disabilities from birth through three years.

Method: The project will provide mentors to meet with service providers on a bimonthly basis over a three year period. Each provider will commit to spending at least 8 hours per month with a mentor, participating in both group and individual sessions involving reflection and dialogue around developed case scenarios, as well as case presentations from individual staff members describing issues they currently face in their work. The mentor will foster reflection and inquiry by the group, guide dialogue, and challenge existing mental models by filtering the issues through a broad range of interdisciplinary approaches. Specific training content will include but not be limited to: family systems theory, attachment theory, infant mental health literature, cross-cultural studies, protective factors, resiliency, coping, caregiver-child interaction literature, relationship-based intervention and social support theory. The project will be implemented in three distinctly different service settings in South Central Wisconsin to determine if the interactive model of support for change will be applicable to a variety of program designs. An individual program plan will be developed from questionnaires, interviews and staff dialogue. Plans will be updated at least yearly. Three different programs will participate in this project, benefitting different populations. The "Bridges for Families" program will benefit 250 families, 17 service providers from numerous disciplines, and 20 university students per year. The "Birth to Three" program in Adams County will reach six families and four staff (including one program person and three hospital-based therapists) per year, and "Birth to Three" in Winnebago County will reach 283 families and 21 staff per year.

Products: This project will bring about interventionist change in attitudes, skills, and knowledge that foster increased use of family-centered practices, as well as change in families' perception of control and self-efficacy related to their caregiving capacity and their child's growth and development. Products and information will be developed that describe and support a process of professional change impacting the implementation of family-centered practices.

Grant Number: H024B960061

A Training and Consultation System for the Long-Distance Delivery of Family-Based Intensive Early Intervention to Young Children with Autism

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907-276-4104

Beginning Date: 1/01/97
Ending Date: 12/31/01

Purpose: To develop a training and consultation system for the long-distance delivery of family-based intensive early intervention to young children with autism that can be implemented in rural areas of Alaska and other states.

Method: The goal of developing a system for long-distance delivery and training will be accomplished through the development of: comprehensive, exportable training manuals and videotapes for families, team leaders and volunteers; procedures for supporting local teams; a monitoring and tracking system; and instructional materials for other consultants. Year One of the project will be devoted to developing comprehensive training materials that may be used with or without the presence of a consultant or professional. In Years 2 and 3 the efficiency of the training and consultation system will be tested and routinely evaluated with four rural families in Alaska. If funding continues, Years 4 and 5 will be devoted to field tests with remote families in Montana and Idaho, in coordination with Montana and Idaho University Affiliated Programs.

Products: The end result of this project will be a system that will increase the availability of family-based IEI to young children with autism, regardless of their geographic locations. Dissemination of program activities will involve technical assistance, consultations, referrals, and word-of-mouth through other service providers. Project findings will be disseminated through publications, workshops, progress reports, and a Web page. The third level of dissemination will involve training in the training and consultation system of long-distance service delivery, potentially providing local school districts with the ability to deliver and adaptation of the in-home support system for about $12,000 per year.

Grant Number: H024B960120

Functional Problem Solving Skills for Children with Pervasive Developmental Disorders

Project Director: Rowland, Charity
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503-232-9154

Beginning Date: 5/05/97
Ending Date: 9/30/01

Purpose: To examine the cognitive development of children with Pervasive Developmental Disorders (PDD) as demonstrated through their relationships with objects and to develop instructional strategies for encouraging the development of functional interactions with the physical environment.

Method: This project will extend research and demonstration efforts of the "Hands On" Project (to conclude in September, 1996) to examine similar issues of cognitive development in children with deaf-blindness. Through this project, assessment and intervention strategies have been developed to help children who lack verbal skills

and who are unable to process visual or auditory information to learn the problem solving skills necessary to function effectively and independently as they negotiate the physical environment. Instructional strategies will provide children with (a) generic skills that are necessary to solve problems that arise in the physical environment, (b) the motivation to attempt to solve problems as they arise, and (c) systematic problem solving experiences in a variety of generalization settings. These assessments and instructional techniques will be adapted to help teachers and parents address cognitive skill development in young children with PDD. Direct beneficiaries will include approximately 25 3-6 year-old children with PDD attending public schools and receiving services in and around Portland. Teachers, paraprofessionals, autism consultants and therapists will also benefit from training through the project and implementation of project programs.

Products: Training and assessment materials will be revised as needed prior to publication. A data-based technical article will be published summarizing major findings of the project, and final products will be reproduced in limited quantities and made available to interested organizations, professionals, families, and other funded projects.

Grant Number: H024B970026

Project TRUST: A Model for Addressing Critical Early Transitions in Lives of Young Children Who Are Deaf/Blind

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Beginning Date: 10/01/97
Ending Date: 9/30/01

Purpose: This project will develop and demonstrate an innovative model of collaborative planning for critical developmental and educational transitions in the lives of young children (birth through 8) who are deaf and blind, and will assist families, agencies, and schools to achieve more successful IFSP/IEP outcomes.

Method: The project will: examine the Deaf-Blind Census of children ages birth through 8 and solicit participation of all of the families as well as all other essential persons interested in improving outcomes for the identified children; develop materials and processes with the assistance of project content consultants; and train parent-teacher-paraeducator teams to implement personal futures planning (PFP) with young children who are deaf-blind and their families.

Products: Specific products generated by the project will include outlines for the PFP training sessions for parent-teacher-paraeducator teams, material maps for all support packages, and a collection and analysis of existing pertinent materials. A training and self-study module will be developed by the project for each of the five transitions periods and distributed to interested individuals and agencies.

BEST COPY AVAILABLE

Grant Number: H024B970042

Project Circle

Project Director: Thompson, Barbara
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Beginning Date: 10/01/97
Ending Date: 9/30/01

Purpose: This project will demonstrate and disseminate a model World Wide Web site as the means to support, facilitate, and train service providers and families for participation in inclusive early childhood programs of high quality for children from birth through age 8.

Method: The Web site's multiple functions include showcasing exemplary programs; offering on-going technical assistance; offering direct access to information, resources, and materials, as well as links to other sites; and serving as a hub for collaboration among users. The project provides for the demonstration and dissemination of strategies for training and supporting early childhood service providers and families for using the Web site as intended. Highly specific data will be collected via on-line data bases that offer insight into how the Web site is used.

Products: The main product is the Project Circle Web site itself. Other functions of the project will lead to generating state-of-the-art position papers, offering direct access to materials that can be downloaded, and the creation of portfolios for users which verify their use of the Web site.

Grant Number: H024B970059

The Self-Determined Learning Model of Instruction for Early Elementary-Age Students

Project Director: Wehmeyer, Michael
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Website: TheArc.org

Beginning Date: 10/01/97
Ending Date: 9/30/01

Purpose: This project will develop, implement, evaluate, and nationally disseminate a model that will enable teachers of early-elementary age students with mental retardation and other cognitive and developmental disabilities to teach problem-solving and self-determination skills.

Method: The project will build on a teaching model, the Self-Determined Learning Model of Teaching, to develop a model of instruction to enable teachers of early elementary students with mental retardation and other disabilities to provide age appropriate instruction that teaches self-determination and problem solving.

Products: Specific products generated by the project are a Teacher's Guide and a Parent's Guide to the Self Determined Learning Model for Elementary-Age Students, which will be placed on The Arc's national publications list; an introduction to instructional strategies; and additional information on self-determination.

Grant Number: H024B970063

Child Services Integration Project

Project Director: O'Donnell, Karen J.
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Beginning Date: 10/01/97
Ending Date: 9/30/01

Purpose: The Child Services Integration Project (CSIP) will develop, implement, evaluate, and disseminate a model for the integration of child special services with women's substance abuse treatment programs.

Method: The CSIP demonstration involves the identification of birth to 8-year-old children at the time of their mother's entry into a substance abuse treatment program. The children become child services clients, which makes treatment that is integrated with their mother's recovery the least restrictive service setting and also often the only setting in which the child has continuous access to special services. The CSIP model has two major components: intensive community liaison and advocacy, and a diagnostic center-based program, where the focus is the mother-child relationship, although the intervention will continue if and when the child changes care-givers.

Products: There are few intervention models designed specifically to address the special needs of children in families with substance abuse. These children are frequently lost to existing programs for tracking and intervention. The CSIP demonstration will improve the outcomes for these families through its intervention services and improvement of the mother-child relationship.

Grant Number: H024B970068

Project Respond: Responsive Services for Maltreated Preschool Children with Behavioral Problems or Developmental Delays

Project Director: Brown, William H.
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Beginning Date: 12/01/97
Ending Date: 11/30/01

Purpose: Project RESPOND will develop, implement, replicate, and evaluate an ecologically based model of inclusive, early childhood special education for young children who have been maltreated and who have either behavioral problems or developmental delays. Project personnel and community partners will provide well-coordinated and comprehensive early childhood special education, psychological, and social services to participating preschool children and their families.

Method: Project RESPOND is composed of five interrelated program components. In the Inclusive Early Childhood Special Education component, participating children will be enrolled in public school preschool programs, and Individual Family Service Plans (IFSPs) will be developed and implemented by interdisciplinary teams. In the Family Support component, Individualized Family Support Plans will be developed by parents and appropriate team members and integrated into IFSPs. Psychological services will be provided on-site by team members when indicated by children's and parents' individual needs in the Preschool-based Psychological component. Interventions for enhancing children's peer-related social competence will be implemented in the Peer-

related Social Competence component. Finally, in the Transition Services component, Individual Transition Plans will be developed and implemented for supporting transition to the next educational placement.

Products: Project RESPOND will be developed, implemented, replicated, and evaluated in preschool programs in an urban, a suburban, and a rural school system. Project personnel will disseminate information about the model locally, regionally, and nationally at conferences to help replicate inclusive preschool programs with a high level of interagency collaboration and coordination of services and supports.

Grant Number: H024B970071

Enterprise Zone-Preschool Inclusion Project: EZ-PIP

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Beginning Date: 10/01/97
Ending Date: 9/30/01

Purpose: This project will expand, implement, evaluate, and disseminate a model inclusionary program which will increase quality neighborhood child care for all children and provide children with disabilities and their families with expanded choices in four Enterprise Zones in the Miami area.

Method: EX-PIP will provide specialized training and mentoring to 120 center-based child care providers, representing 40 centers, as well as to 40 family child care providers. Linkages with Miami Dade Community College and existing community resources will be established and maintained to disseminate and share information and to identify underserved children with disabilities.

Products: Articles and presentations about the project model will be disseminated widely. In addition, an implementation manual that documents the EZ-PIP approach to serving children with disabilities in integrated settings will be available in both English and Spanish.

Grant Number: H024B970072

STORIES: Stories Told by Young Children with Disabilities, Observed and Fostered by Recipients in Inclusive Settings, as the Basis for a Model Program Promoting Early Literacy Skills That Is Culturally Sensitive

Project Director: Brown, Carole; Jervay-Pendergrass, Debra
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202-529-7600

Beginning Date: 10/01/97
Ending Date: 9/30/01

Purpose: The primary goal of this project is to develop a linguistically rich, culturally competent, story-based, early childhood intervention model that promotes language and early literacy in young children who have developmental disabilities or are at risk. It will increase parents' and caregivers' knowledge and understanding of early stories and their ability to foster language acquisition and early literacy in the children for whom they are caring.

Method: Using written and audio story journals, children, staff, and families will exchange stories about the children's experiences. Parents and caregivers will learn to observe, recognize, encourage, and foster children's efforts that may enhance language development. Special attention will be given to the unique characteristics of storytelling in different linguistic and cultural contexts, specifically African-American, Hispanic, and deaf.

Products: In addition to implementing and refining a model worthy of replication throughout the country, the project will develop training materials for day care caregivers and families for use in replication and dissemination activities and a videotape depicting key components of children's pre-narratives. A comprehensive training guide and large-scale dissemination of core project issues and findings is planned for Year 4.

Grant Number: H024B970075

Caring for Infants and Toddlers with Disabilities: New Roles for Nurses or CFIT-N

Project Director: Garland, Corinne W.; Kniest, Barbara A.
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757-566-3300

Beginning Date: 10/01/97
Ending Date: 9/30/01

Purpose: This project will develop a replicable model of training that will prepare nurses and nurse practitioners for their roles as members of family-centered, community-based early intervention teams to ensure early identification of infants and toddlers and the integration of health care, developmental, and other services for these children and their families.

Method: The project will review and adapt the independent study manual developed by Child Development Resources, which has been used with measured success with over 600 physicians, to reflect the National Standards of Nursing Practice for Early Intervention Services. Panelists from the community will be trained by project staff to present information and engage participants in discussion during the introductory phase of the project and to provide for continued technical support during the final clinical application period of three to six months.

Products: Two major products to be generated by this project are an independent study manual and a set of five audiotapes on major competency areas, including child find, service coordination, assessment, IFSP, and transition. Dissemination information will be developed for use on a Website as well as through traditional print and presentation venues.

Grant Number: H024B970091

School-Based Preschool Programs for Children with Autism: Blending Approaches to Meet Individual Needs

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Beginning Date: 10/01/97
Ending Date: 9/30/01

Purpose: This project will develop, implement, evaluate, disseminate, and replicate a program for young children with autism that is effective, sustainable, and acceptable to families and school district personnel.

Method: By blending the strengths of early childhood education, early childhood special education, and applied behavior analysis, the project will build on a school-based high quality education program and provide additional services, including extended instructional day, family support, staff training, systematic collaboration, planning for generalization, and transition planning. The core of the model features opportunities for interaction with peers, functional assessment, an appropriate curriculum, effective instructional strategies, and strategies to program for the generalization of behavior change.

Products: The project will create a comprehensive school program for young children with autism that is effective and appropriate for this population.

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Outreach Projects for Young Children with Disabilities

Grant Number: H024D970006

TIME (Training in a Manila Envelope): A Child Care plus+ Outreach Project to Expand Care and Education Options for Young Children with Disabilities and Their Families

Project Director: Morris, Sandra L.; Maloney, Ted; Mulligan, Sarah A.
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Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: The TIME project proposes to replicate the Child Care plus (CC+) model of inservice training by providing: 1) a course on inclusion directly for child care providers and other early childhood professionals in rural areas across the nation, and 2) training for learning facilitators to replicate the model in local areas.

Method: TIME is designed to: 1) promote awareness of the model; 2) develop/disseminate products, including the TIME Tool Kit which is designed to facilitate replication of the model's processes and procedures; 3) provide technical assistance related to replication and implementation; 4) conduct replication training sessions on model components, such as adult learning and the inclusion curriculum; 5) facilitate the self-study course; and 6) coordinate project activities with local, state, and national programs. TIME uses lifelong learning practices matched with accessible methods to help child care providers in rural areas who may have specific needs and limited resources. Each year, approximately 50 providers will participate in skill-based training provided by the project by enrolling in a comprehensive university course on the basic practices and skills which promote inclusion of young children with disabilities in early childhood settings. The four-credit self-study course emphasizes self-direction and adult learning principles. In addition, at least 350 other providers will participate in self-study courses facilitated by 15 learning facilitators replicating the model in local areas.

Products: The project will produce technical reports that address major findings, service practice recommendations, and cost factors. Additionally, brief summary reports on topics related to early childhood settings for children with disabilities will be written specifically for legislators and community development leaders to assist them in developing plans and policies which can positively impact the development of early intervention and family support systems. In addition, the project will update the CC+ Workshop Descriptions (synopsis of 30 workshop and training sessions) and further develop the TIME Self-Study Guide for Learning Facilitators. The TIME Tool Kit for Learning Facilitators in Rural Areas, a package of fully reproducible materials, will be redesigned.

Grant Number: H024D970012

SPARK: Skills Promoted through Arts, Reading, and Knowledge

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Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: This project addresses the needs of an increasingly culturally diverse population by providing a preschool curriculum model that is designed to provide a creative arts curriculum for teachers of young children with developmental delays or at risk of developing delays. The project involves implementation of a creative arts curriculum based on stories and resources from many cultural and ethnic traditions, inservice training and ongoing support to enhance the implementation of the curriculum model, and materials to enable families to participate in their child's education.

Method: The outreach design consists of six major steps: awareness and site selection, planning of the individual site plan, implementation of training, technical assistance, evaluation of outreach implementation, and dissemination of information. Three states have been identified for the first year of outreach (Kentucky, Illinois, and North Carolina) and three other states (Arizona, Louisiana, and Kansas) have indicated interest in participating in the outreach effort in subsequent years. Five communities in each state have agreed to replicate the model and each community will have a minimum of three implementing classrooms. Teachers will learn to use effective teaching practices for all children, self evaluate their implementation of the SPARK model, and promote child learning; supervisory personnel will be trained to observe teacher's implementation of the model and train new staff to use the model; parents will be given guidelines that will enable them to support the child's classroom experiences; and children with widely differing cultural backgrounds and skill levels will achieve success at their own level while engaged in highly interesting, process-oriented activities.

Products: The project will result in a replicable outreach model for implementing a creative arts curriculum with culturally diverse preschool children.

Grant Number: H024D970013

Project SUNRISE Outreach (Systematic Use of Newly Researched Interventions by Special Educators)

Project Director: Raab, Melinda M.; Dunst, Carl J.
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704-255-0470

Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: The goal of Project SUNRISE Outreach is to provide training and assistance to early intervention and early childhood special education programs to promote the adoption of quality classroom practices in both existing and newly developing classroom settings that promote the optimal functioning of young children with disabilities and their families.

Method: Project SUNRISE will promote the adoption of high quality classroom practices through: project awareness, dissemination, consultation/technical assistance, group training activities, on-site training, coordination, and product development. The classroom model focuses on the influence of classroom practices on child and caregiver behavior and includes practices that are family-centered, developmentally appropriate, routine-based and activity-based, functional, and responsive to children and families. The outreach methods and strategies are highly responsive, individualized, and considerate of the unique needs of adult learners and fall into six major categories: on-site replication training, project awareness, consultation/technical assistance, group training, dissemination, and coordination. Components of the model include Program Foundation and Philosophy, Management and Training, Environmental Organization, Staffing Patterns, Instructional Context, Instructional Techniques, and Program Evaluation.

Products: The project will result in a replicable classroom model effective in serving children (ages birth to 8) with all types and degrees of disabilities as well as children without disabilities, from all socioeconomic backgrounds and cultural/racial groups. Products will include a project resource list, outreach training activities, published articles and papers, presentations at conferences, and dissemination of information and materials via the Internet and World Wide Web.

Grant Number: H024D970014

Expressive Arts Education

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Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: The Expressive Arts (EA) model demonstrates naturalistic intervention methods in a developmentally appropriate, activity-based expressive arts curriculum for children three to eight years old who have mild to severe disabilities. It ensures access to activities in the arts that are an accepted part of regular early childhood programs in typical settings.

Method: The EA model emphasizes the visual arts and includes related elements of music and dramatics. It is designed to fit into existing early intervention programs in public schools and agencies and is built on a sound theoretical base that provides special needs children with access to normalized and developmentally appropriate activities. Both low-technology and high-technology adaptations are used, including computers, peripherals, and software for children with severe disabilities. Activities provide opportunities for exploration and child-directed learning using developmentally appropriate strategies from regular early childhood settings. Observational learning paradigm videotapes can be used to introduce children with moderate to severe disabilities to activities, and the model's data collection instruments can measure child progress and are a contribution to the field.

Products: The results of children participating in EA activities and accompanying adaptations demonstrate positive outcomes for children in aspects of cognition, communication, social abilities, gross motor, fine motor, and expressive arts abilities. EA products include the ArtExpress curriculum, a selection of manuals for early childhood staff and families, videotapes, and computer software. Effectiveness data demonstrate the positive outcomes offered by the arts to young children with disabilities, focusing increasing attention and acceptance on the importance of art in the acquisition of important areas of development.

Grant Number: H024D970015

Multi-Statewide Outreach: Technical Assessment Teams to Address Challenging Behavior

Project Director: McEvoy, Mary A.; Reichle, Joe
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Beginning Date: 11/01/97
Ending Date: 10/31/00

Purpose: This project will establish state-wide networks in Tennessee, Minnesota, and New York for the intervention and prevention of challenging behavior in young children with disabilities. State education agencies, institutions of higher education, and selected local school districts will collaborate to develop technical assistance teams, disseminate information, and provide personnel development within each state network.

Method: In year one, the University of Minnesota (UM), the State University of New York at Geneseo (SUNY-G), and East Tennessee State University (ETSU) will each select three local school districts that wish to establish technical assistance teams to assist parents and professionals who work with children who exhibit challenging behavior. Regional public/private colleges or universities that are proximal to each school district will also be selected. The UM, SUNY-G, and ETSU will each host five-day summer institutes to train faculty from the regional colleges and universities to provide preservice training in the area of challenging behaviors. Representatives from the selected local school districts and parents/family advocates will also be invited to the summer institutes. ETSU, UM, and SUNY-G will provide inservice training and technical assistance to the selected school districts during year 1. After year 1, the UM, SUNY-G, and ETSU will fade from the selected sites and the regional colleges/universities will remain as a primary resource for preservice, inservice, and technical assistance to the now-established teams. Three more local districts and regional colleges/universities will be selected in year 2 and then again in year 3, thus establishing a cadre of resources throughout each state.

Products: This project will result in: (1) development of state-wide networks to address the prevention and intervention of young children's challenging behavior; (2) linking of trained faculty from institutions of higher education with district-wide teams; (3) a series of best practice modules designed for professionals who serve young children with challenging behavior; (4) a series of best practice modules for parents, focusing on prevention of situations that could lead to challenging behaviors; (5) a slide, videotape, and instructional packet describing the inservice and technical assistance model; and (6) an informational manual to assist regional university personnel and local school administrators to implement the proposed model.

Grant Number: H024D970018

Project SEARCH Outreach (Systems Effects of the Acquisition of Response-Contingent Human Behavior)

Project Director: Raab, Melinda M.; Dunst, Carl J.
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Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: The goal of Project SEARCH Outreach is to promote adoption of an approach for enhancing child capabilities and documenting the outcomes of intervention with children, birth to 8 years of age, who are very

young developmentally. The project will promote and enhance early intervention practitioners' abilities to promote child learning capacity and document the extended benefits of this learning on the child and his or her caregivers.

Method: The outreach methods and strategies to be used are highly responsive, individualized, and considerate of the unique needs of adult learners and fall into six major categories: on-site replication training, project awareness, consultation/technical assistance, group training, dissemination, and coordination. The intervention and evaluation model upon which all outreach activities are based emphasizes active learning games as a basis for: promoting child competence; the documentation of extended benefits of learning games on both child and caregiver behavior as the indicators of intervention outcomes; and parent-professional partnerships as the mechanism for developing, implementing, and documenting the effects of interventions. The model includes procedures for identifying child strengths and selecting target behaviors; procedures for developing and implementing active learning games that will provide the child with learning opportunities; and procedures for assessing and documenting the extended benefits of learning games. Major outreach activities will occur in North Carolina, Tennessee, and West Virginia during the first year of the project and in additional states during years 2 and 3.

Products: Products disseminated by this project will include a resource list, outreach training information, journal articles, and conference presentations.

Grant Number: H024D970019

Caring for Infants and Toddlers with Disabilities: New Roles for Physicians

Project Director: Garland, Corinne W.
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Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: This outreach project aims to replicate the Caring for Infants and Toddlers (CFIT) model, which addresses the involvement of physicians in community early intervention systems. The training model provides pediatricians and family physicians with the information and skills they need to be full participants in community-based early intervention teams. The project has three goals: collaborate with Part H lead agency personnel and state chapters of the American Academies of Pediatrics and Family Physicians to plan and implement model replication activities in six to nine states; replicate the CFIT model of training with physicians, leading to their increased knowledge and skills regarding family-centered early intervention services for children with disabilities; and promote awareness and replication of the model and its products through dissemination activities.

Method: The outreach design includes a four-step process: selection of replication sites; replication of the three components of the CFIT model, including state planning, introductory seminars, and independent study; technical assistance to replication sites; and evaluation. Replication of the CFIT model components involves working with each state to develop a leadership planning group, working with the planning group to develop a written action plan for training, customizing the independent study manual for each state, conducting introductory seminars, distributing independent study manuals and audiotapes, and providing continuing medical education documents.

Products: Project products will include a videotape of a CFIT seminar, project awareness materials on the World Wide Web and displayed at conferences, a revised independent study manual, audiotapes, journal articles, and conference presentations.

Grant Number: H024D970020

LitTECH Interactive

Project Director: Hutinger, Patricia L.
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Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: This project will replicate a developmentally appropriate interactive technology literacy curriculum model into early childhood special education programs serving children age three to six with mild to moderate disabilities.

Method: The project will train participants to implement the LitTECH model through traditional, on-site trainer-trainee instruction supported by a home page on the World Wide Web, electronic mail, an electronic bulletin board, and a toll-free telephone to support and continue the service.

Products: New state-of-the-art products that will be generated by the project include LitTech Interactive on CD-ROM; a LitTech home page on Macomb Projects Web Site; Eency Weency Web, a children's interactive web site; Frequently Asked Questions both in print and on the Web site; and a videotape covering the implementation of LitTech Interactive.

Grant Number: H024D970025

LEAP Outreach

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Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: The LEAP Outreach project will provide training to early intervention staff in 24 replication sites in Colorado, New York, Minnesota, and Oregon. The primary goal of this training is to assist children with autism in reaching their optimum level of development and to assist families of children with autism to reach their optimum level of effectiveness and confidence as they and their children are integrated into their respective communities.

Method: To achieve its primary goal, the project has designed an outreach model that emphasizes systematic teaching tactics, direct observation to assess teaching outcomes, and training of parents and peers. It intends to match the scope and sequence of outreach activities to the political, economic, and logistical realities at specific sites. It will provide for updating of training content to match intervention advances at the demonstration site and will offer training and follow-up technical assistance for early intervention staff and site managers. Careful and comprehensive data collection will be used and experimental designs will help document the effects of the outreach training on service providers, children, and families. Replication sites will be provided with a long-term supportive relationship with the demonstration site.

Products: In the classroom-related modules, trainees will acquire skills in classroom organization, lesson development and planning, volunteer utilization, conducting developmental assessments, observing child behavior, instruction of children in child-directed and teacher-directed groups, and evaluating instructional outcomes. In the family participation modules, trainees acquire skills in family assessment, individualized family service plans, observing parent-child interaction, family consultation, and monitoring intervention effectiveness. The project will build on the supporting mechanisms and policies at the state level to ensure long-term support for the replication sites. The dissemination and replication of this service delivery model will directly impact the lives of over 1,000 children and their families, offering national-level contributions to the knowledge and practice in the profession.

Grant Number: H024D970028

FACETS: Family-guided Approaches to Collaborative Early Intervention Training and Services

Project Director: Lindeman, David
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Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: This project will address the challenges associated with delivery of family-guided intervention by providing "how-to" information for family members, early interventionists, specialty disciplines, and administrators. FACETS addresses the assurance of meaningful family participation and decision making in the assessment-intervention process and offers strategies for assuring effective interdisciplinary and interagency collaboration.

Method: This outreach project builds on a previously validated model demonstration. In the project, family members guide the early intervention process by determining their own priorities and preferences, providing them the opportunity to make meaningful choices in intervention. The model consists of five discrete, replicable, and interacting components: 1) family-guided activity-based intervention; 2) using daily routines as a context for intervention; 3) developmentally appropriate, child-centered intervention strategies; 4) involving caregivers in teaching/learning; and 5) interagency/interdisciplinary team planning and progress monitoring.

Products: The five project components have been demonstrated to be effective and are supported by print or video materials allowing each to be adopted and replicated. Participating outreach sites will prioritize the components that best match self-identified needs. Outreach training and follow-up assistance will be provided to five new outreach sites each year, for a total of at least 15 programs, with an estimated impact on 25 inservice professionals and 750 children and families. Dissemination activities are expected to impact at least 50 agencies and 500 inservice professionals.

Grant Number: H024D970034

Project INTEGRATE: Integrated and Naturalistic Therapy and Education Garnered from Research and Treatment Experiences

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Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: The purpose of this project is to disseminate a model of service delivery that leads to increasing integration of therapy and special education. It is based on five years of federally funded research that developed a continuum of service delivery models: individual pullout, small-group pullout, one-on-one in classroom, group activity, integrated within routines, and consultation. One of the important features of the project is to conceive of therapy and other consultatative services in terms of this continuum and not simply as a dichotomy such as in-class versus out-of-class.

Method: The project will foster the adaptation of integrated services through four levels of model adoption: awareness, knowledge, implementation, and systems change. Presentations will be used to increase awareness, workshops will be used to increase knowledge and implementation, and in-depth consultation will be used to increase systems change.

Products: The model will be disseminated through awareness presentations and through manuals, articles, and the Internet. The manuals will target regular education teachers, special education teachers, occupational therapists, physical therapists, speech-language pathologists, administrators, and parents. Both practitioner-level and research articles will be written and submitted for publication. The project will establish and continually update its World Wide Web pages.

Grant Number: H024D970035

Developmental Therapy-Developmental Teaching: An Outreach Project for Young Children with Social-Emotional-Behavioral Disabilities

Project Director: Quirk, Constance C.
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706-369-5689

Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: This outreach project is based on the validated Developmental Therapy-Developmental Teaching model originally designed for young children with severe emotional/behavioral problems and their families. It emphasizes teaching skills which foster a child's social-emotional-behavioral competence. It has proven effective in inclusive settings and can be integrated into other early childhood pre-academic curricula. Family involvement and simultaneous home implementation of model practices are integral aspects of the model.

Method: The project will assist early childhood and local child care programs in replicating components of the model in inclusive and pull-out settings for children with social-emotional-behavioral disabilities and their fami-

lies. The project will assist participants in acquiring specific skills to foster the children's growth. Emphasis will be on model applications in typical daily social activities.

Products: Project objectives include dissemination of information about the model and general training for early childhood programs and families of participating children. The model will be implemented at selected replication sites with staff development materials being adapted to the needs of participants at each site and resources available for both on-site and distance learning via satellite. The impact of the project will be evaluated regarding the proficiency of participating personnel and families, their evaluation of the helpfulness and effectiveness of the outreach program, and the progress of participating children.

Grant Number: H024D970036

Outreach Services to Assist States to Replicate a Training Model for Early Interventionists in a Low Incidence Disability Condition: Blindness and Visual Impairment

Project Director: Morgan, Elizabeth
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College of Education
Com D Old Main Hill
Logan, UT 84322-1415
435-797-5593

Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: This project addresses the need for inservice training for early intervention/childhood personnel working with infants and preschool-aged children with low-incidence disabilities, namely blindness and visual impairments, by providing appropriate inservice training to the professionals serving these children.

Method: Over three years, the project will assist nine additional states in developing ongoing inservice training for professionals working with young children, ages birth through five, with blindness or visual impairment, through the use of their own state training teams. Approximately 75 instructors will be trained in this program to conduct training for more than 375 professionals working with over 1,000 young children and their families. The project will also provide ongoing technical assistance to the 15 states already using the inservice training model, further impacting hundreds of professionals and the children they serve in their states.

Products: The project will continue to outreach the inservice training model and materials, providing direct services to professionals in early intervention/childhood programs. It will work with three new states and provide training to 25 state instructors for each year of the project. In all, at least 375 professionals will be trained over the three years of the project. In total, more than 350 children and their families each year should benefit from the training received in the various states covered by the project.

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Grant Number: H024D970037

Deaf Mentor Outreach Project: Bilingual-Bicultural Services for Infants and Toddlers Who Are Deaf

Project Director: Pittman, Paula
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SKI*HI Institute
Dept. of Communicative Disorders
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435-797-5589

Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: This project proposes to provide outreach using a model deaf mentor program which focuses on adults who are deaf sharing their language and culture with young children who are deaf and their families.

Method: The model program is designed to mesh with and complement established programs that use primarily English-only "hearing" approaches to early language programming, resulting in a bilingual-bicultural learning environment for young children who are deaf. Implementation of the program involves: primary awareness, secondary awareness, selection and site development, training of deaf mentors and parent advisors, training of supervisors/lead deaf mentors, implementation, follow-up and monitoring, technical assistance, and coordination of the deaf mentor service system.

Products: The project will result in a replicable bilingual-bicultural program for young children who are deaf. State-of-the-art materials for awareness, training, and dissemination will be produced, including: an outreach brochure, a bi-annual newsletter to be distributed to all implementing sites, training videotapes, training aids such as transparencies and handouts, a Deaf Mentor Operational Procedures Handbook, update and revision of Deaf Mentor Resource Manuals, and a Trainer's manual.

Grant Number: H024D970040

Delivering Individualized Support for Young Children with Autism: Outreach for State Service Systems

Project Director: Dunlap, Glen; Fox, Lise
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Florida Mental Health Institute
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Tampa, FL 33620-7900
813-974-4612

Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: The purpose of this proposed outreach project is to assist educational and other agencies to implement components of the Individualized Support Project, which was a model demonstration project developed to provide comprehensive and effective support for young children with autism and their families. The model provides for the development of a child's communication, social inclusion, and family support needs within natural contexts and has been in operation for more than three years.

Method: The project will work with state and local agencies to develop a plan for the implementation and evaluation of the model, and then provide training and technical assistance to establish a replication of the model or model components that are desired. After training and technical assistance are provided to establish the model, the project will work with the states to develop and implement within-state outreach replication and training activities.

Products: Dissemination of the model design, implementation, and outcomes will occur nationally through invited workshops, conference presentations, and publications. In addition, training materials for each component of the model will be available for dissemination.

Grant Number: H024D970044

Outreach: Successful Integration of Infants and Toddlers with Disabilities through Multidisciplinary Training

Project Director: Haggart, Ann G.
Ann G. Haggart Associates, Inc.
P.O. Box 130 219 Drakeside Road
Hampton, NH 03843
603-926-1316

Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: This early childhood outreach program for children with disabilities aims to disseminate and replicate the highly successful demonstration project, "Successful Integration of Infants and Toddlers with Disabilities through Multidisciplinary Training," in center-based child care programs throughout the country. The model is designed to prepare child care administrators and providers to serve young children with disabilities in center-based child care programs through a training model which addresses not only the attitudes and competencies of providers but the administrative policies and procedures which inadvertently prevent access to typical child care.

Method: The project will replicate the demonstration project "Successful Integration of Infants and Toddlers with Disabilities through Multidisciplinary Training," and it will include a focus on the child care center's administrators and provide technical assistance. Following administrator training, the caregiver staff is trained. Demonstration sites will be identified and personnel trained there. The outreach sites will provide continued assistance to the original centers and will bring on additional centers following project funding. The outreach centers will be available as demonstration sites for others to visit and learn how to access the training.

Products: The goals of the project are to increase access to center-based child care for infants and toddlers with disabilities through staff training, technical assistance, and collaboration with state and local resources and between local child care and early intervention programs. It intends to establish a dissemination, training, and technical assistance system within participating states which is independently operational and self-supporting at the end of the proposed project.

(84.024Q)
Early Childhood Research Institute: Follow Through

Grant Number: H024Q970001

Early Childhood Follow-Through Research Institute

Project Director: Wolery, Mark
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Beginning Date: 2/01/97
Ending Date: 9/30/00

Purpose: To establish an early childhood research institute to develop, evaluate, and disseminate information and strategies for promoting the adoption of effective practices in early elementary education.

Method: During the first 20 months of the institute, studies will include national surveys of educators, detailed and extensive interviews with families representing different ethnic and economic backgrounds, working conferences of teachers and administrators, ethnographic observations of early elementary classrooms, and a review of systems change literature across disciplines and professions. Meanwhile, investigators will develop and validate measures of the use of early intervention practices in elementary schools, assessing family-centered practices, family involvement in elementary education, developmentally appropriate practices, individualization of service planning and implementation, and integrated service planning and delivery practices. These processes will result in a major document describing the process of systems change, the identified barriers, the recommendations for strategies to address those barriers, and measures for monitoring the use of the practices. During the third and fourth project years, studies will focus on strategies for assisting schools in addressing practices and barriers that have been identified, using teacher work groups to further adoption of these practices, changing the planning process to assist teams in developing and implementing more individualized educational programs for children with disabilities, and changing school practices to allow families to choose the levels of involvement they deem appropriate. Upon completion of these studies, findings will be synthesized into another report. Studies in the fifth project year will evaluate mechanics for disseminating the information gleaned in previous studies to relevant audiences.

Products: Findings from each study will be synthesized to provide comprehensive perspectives of the issues being studied. The ultimate outcome of the institute will be to provide families, educators, researchers, and other potential agents of change with information, strategies, and measures to promote the adoption of early intervention practices in elementary schools.

(84.024S)
Early Childhood Research Institutes

Grant Number: H024S960006

Culturally And Linguistically Appropriate Services For Early Childhood (CLAS)

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Beginning Date: 1/01/97
Ending Date: 12/31/01

Purpose: To identify, evaluate and promote early intervention practices that are effective, appropriate and sensitive to children and families who diverge culturally or linguistically from the majority population.

Method: The goals of this institute are to collect, review and catalog materials and practices developed for families and children representing culturally and linguistically diverse populations, and to create, as needed, new materials (and translations of materials) to ensure that effective early intervention (birth through five years) practices are available to personnel serving these families and to the families themselves. It is anticipated that gaps may be identified where certain materials and practices may not have been field-tested with specific minority group populations, and that their effectiveness and propriety with these populations warrants further investigation. Recommended practices will be cross-referenced with four themes: Child Find/Assessment; Child Instruction; Family Services; and Personnel Training. The ERIC Clearinghouse on Elementary and Early Childhood Education at the University of Illinois, in conjunction with the ERIC Clearinghouse on Disabilities and Gifted Education at CEC, will assume responsibility for collecting, cataloging and reviewing existing materials as well as disseminating information about these materials and practices. Teams of reviewers and researchers along with Clearinghouse staff will review specific topical areas to evaluate the content of the materials and the extent to which the materials demonstrate cultural and linguistic acceptability for specific populations. Efforts toward collecting, cataloging and reviewing will be the focus of Years 1 and 2, but will continue throughout the following years as new materials and practices are identified. Materials and practices identified as requiring validation with different populations will be field-tested in Years 2-5. Gaps in practices and materials identified through the review process will be addressed through new research and development in these years as well.

Products: Dissemination will be an ongoing effort by the Institute in Years 2-5 using electronic media, as print and videotape, networks serving specific ethnic groups, and programs preparing service providers to work with diverse populations.

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Grant Number: H024S960008

Early Childhood Research Institute on Increasing Learning Opportunities for Children through Families

Project Director: Dunst, Carl J.
Orelena Hawks Puckett Institute
128 S Sterling St
Morganton, NC 28655
704-225-0470

Beginning Date: 10/01/96
Ending Date: 9/30/01

Purpose: The goal of this Institute is to identify, develop, and evaluate strategies and approaches for increasing the number and intensity of home and community learning activities that parents, caregivers, and community members can use to promote and enhance the learning and development of young children with or at risk for disabilities.

Method: The goal will be accomplished by identifying the home routines and community settings that can serve as the context for learning and the instructional conditions that optimize learning opportunities and benefits associated with these opportunities. The Institute will include a series of survey, descriptive, and intervention (experimental) studies that lead to the development of procedures, methods, and materials which will be field-tested and disseminated in ways that lead to improved services. Studies will be conducted with children and families who differ according to geographic location, place of family residence, family socioeconomic background, family cultural background, and child disability. Investigators will engage in three lines of research: descriptive and comparative studies of kinds of home routines and community settings families and children experience; descriptive and experimental studies focusing on the use of existing home routines and community settings as the context for learning; and case studies and experimental investigations focusing on the development of home routines where they are minimally present or inconsistent and the development of community activities when they are limited or nonexistent.

Products: Institute products will include guides for determining natural learning opportunities in home and community settings, and strategies for implementing instructional practice in these contexts.

Grant Number: H024S960010

Early Childhood Research Institute On Program Performance Measures: A Growth And Development Approach

Project Director: McConnell, Scott
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Beginning Date: 10/01/96
Ending Date: 9/30/01

Purpose: To engage in a five-year cycle of research, development, and dissemination to produce a comprehensive program performance measurement system for early intervention, preschool, and primary-grade programs serving children with disabilities from birth through eight years of age and their families.

Method: This Institute will produce growth and development measures for child and family outcomes that can be used with infants, toddlers, preschoolers, and primary-grade children. These growth and development measures will be useful for describing the progress of individual children as well as groups of children (such as classrooms, programs, districts, or states). Furthermore, this system will include general child and family outcomes

at each age, as well as sets of more specific outcomes for children and families representing identified subgroups (such as children with sensory impairments or children living in poverty). The Institute will also develop intervention-referenced assessment procedures that will guide parents, teachers, program leaders and administrators, and policy makers in making data-guided decisions to modify intervention services received by one child or group of children to further enhance growth and development.

Products: Results of all Institute activities will be fully and aggressively disseminated to multiple audiences (including parents and practitioners, administrators, policy makers, preservice trainers in early childhood education, and other researchers) through print products, electronic and multimedia means, and presentations to general public, professional, and research organizations. Additionally, Institute activities will be used to support the training of at least 8 graduate students each year, distributed throughout the project's three sites.

(84.078A)
Regional Programs for Children and Youth with Deafness

Grant Number: H078A960004

Northeast Region Technical Assistance Center (NETAC)

Project Director: Hopkins, Karen
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Beginning Date: 10/01/96
Ending Date: 9/30/01

Purpose: The proposed Northeast Region Technical Assistance Center (NETAC) will work with postsecondary educational institutions to develop, improve, and operate academic and vocational educational programs that are accessible to a diverse audience of individuals who are deaf or hard of hearing.

Method: The center will assess the technical assistance needs of postsecondary education institutions related to recruiting, enrolling, retraining, instructing, and serving students who are deaf or hard of hearing. It will provide consultation, inservice training, and planning to the institutions to enhance the access and accommodation of targeted individuals. The project will develop outreach strategies to enhance the awareness of available postsecondary opportunities and will make available awareness-training materials for administrators, faculty, and staff and disseminate information on proven models.

Products: The NETAC seeks to provide technical assistance to a broad range of postsecondary institutions in the Northeast to expand the array of educational opportunities available and accessible to students who are deaf or hard of hearing. In the case of institutions currently serving these students, the NETAC will work to improve those programs; in the case of institutions not serving them, the NETAC will work to develop programs collaboratively and economically. Through regional and national networks, the NETAC will coordinate and collaborate to improve and develop outreach strategies and to disseminate information about the educational opportunities that are available to deaf or hard-of-hearing individuals. This will allow for pooling of scarce financial resources and a rich pool of experience and expertise to best serve the needs of traditional and non-traditional students from underserved populations.

Grant Number: H078A960005

Midwest Postsecondary Center On Deafness

Project Director: Olson, Raymond
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612-221-1327

Beginning Date: 10/01/96
Ending Date: 9/30/01

Purpose: The primary goal of the Midwest Center is to increase the career options and choices and to maximize the opportunities for success and leadership for individuals who are deaf or hard of hearing. It will encourage and support institutions in the region which have been serving deaf and hard-of-hearing students through collaborative and cooperative activities. Educational institutions where minimal or no services for deaf or hard-of-hearing students are available will be given preferential consideration for the development of such services.

Method: The Midwest Center incorporates four model elements: the Collaborative Coordinating Council, to determine the needs, directions, and innovations in effective service delivery and program evaluation; a scaffolding structure that includes a "train the trainer" model for ongoing human resource development; extensive use of innovative interactive technology; and curricula developed for academic enrichment, legislative mandates, and development of support services.

Products: The Midwest Postsecondary Center on Deafness will develop collaborative and cooperative ventures to establish a regional human resource development program for postsecondary institutions, disseminate information and materials through multiple mediums, including print, video, and electronic transmission, and cooperatively establish a nationally integrated system of services. Assistive technologies such as real time interactive visual systems, in addition to more traditional technologies, will be made available through the center.

Grant Number: H078A960007

The Postsecondary Education Consortium

Project Director: Ashmore, Donald
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College of Education
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423-974-0607

Beginning Date: 10/01/96
Ending Date: 9/30/01

Purpose: Through this project, the Postsecondary Education Consortium (PEC). a consortium of community-based postsecondary programs serving those who are deaf or hard of hearing, intends to broaden its scope and include two strategies of outreach and technical assistance: program enhancement, which will acquire new information and services; and system enhancement, to reduce barriers to postsecondary education access and accommodation for individuals.

Method: Ten affiliate postsecondary education institutions will be expanded to 14 to involve every state and the Virgin Islands. PEC will also implement a system enhancement model to interact with the program enhancement model to promote capacity-building, technical assistance and outreach, and cross-regional coordination and collaboration.

Products: The expected impact of the project includes: increased access to postsecondary education with appropriate accommodations for students who are deaf or hard of hearing; increased resources for professionals and other stakeholders who work with these students through local, state, regional, and national professional development activities; and increased collaboration and networking among groups.

Grant Number: H078A960008

Western Region Outreach Center And Consortia

Project Director: Pearson, Merri C.; Cederbau, Evelyn
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818-677-2611

Beginning Date: 10/01/96
Ending Date: 9/30/01

Purpose: The proposed Western Region Outreach Center and Consortia (WROCC) will provide technical assistance to postsecondary institutions currently serving students who are deaf or hard of hearing and to institutions who may at some time serve this population.

Method: The WROCC will establish a cooperative network among postsecondary institutions in the Western Region to address the outreach and technical assistance needs of postsecondary institutions serving deaf or hard-of-hearing individuals who wish to further their postsecondary education. It will develop and acquire training materials and provide consultation and training to personnel in those institutions and establish a resource base for information and referral.

Products: The project intends to provide outreach and technical assistance for the development and implementation of model postsecondary education programs for students who are deaf or hard of hearing. Human resources will be developed for policy makers, service providers, and consumers through regional and national conferences. The networks established by the program will allow for improved access and more effective accommodation in postsecondary educational programs and a seamless transition from secondary settings to postsecondary settings. Finally, it will give postsecondary program graduates marketable job skills for transition to the workplace.

(84.078C)
Model Demonstration Projects to Improve the Delivery and Outcomes of Postsecondary Education for Individuals with Disabilities

Grant Number: H078C970003

A Systematic Model for Curriculum-Based Assessment and Intervention for Postsecondary Students with Mild Disabilities

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Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: The purpose of this project is to develop, implement, evaluate, and disseminate a systematic model for curriculum-based assessment and intervention for postsecondary students with learning disabilities and ADHD.

Method: The project will develop a model to include screening, standardized assessment, curriculum-based assessment, and individual intervention planning that emphasizes remediation of academic deficits identified through the assessment process, and compensation through accommodations and modifications. The model proposes to evaluate implementation using different service delivery models, and will incorporate the transition from a specially trained group of service providers to service providers traditionally found in the college/university structure.

Products: Postsecondary institutions are attempting to meet the needs of students with disabilities by applying models used at the elementary and secondary levels which have limited applicability to the unique needs of older students. This project will develop and implement a model based on these unique needs and it will disseminate the model and the evaluation findings through a conference.

Grant Number: H078C970010

Postsecondary Resource Exchange Partnership

Project Director: Glantz, Larry
University of Southern Maine
Muskie School of Public Service P.O. Box 9300
PO Box 9300
Portland, ME 04101-9300
207-780-4430

Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: This project is built around three approaches intended to fix the academic and vocational support system for students with disabilities.

Method: Using the existing cross-institutional collaborative management model in the Greater Portland area, equity will be built in support resources and services across the five participating postsecondary schools. The project will expand key supports for work-based learning and other employment experiences during postsecondary education. It will develop better early-intervention strategies to reach students and educators early, allowing for better understanding of the resources and procedures for stakeholders.

Products: Strong existing linkages will enable quick dissemination of findings and products, and rapid infusion and implementation of products and best practices at the state, regional, and national levels. The collaborative entity that the project employs will use the project's products for many years to provide better academic and work supports for students with disabilities at the postsecondary level.

Grant Number: H078C970018

Project ID: PAS

Project Director: Dean, Joyce C.
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Disability Support Services
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501-569-3143

Beginning Date: 9/15/97
Ending Date: 9/14/00

Purpose: Project ID:PAS offers a comprehensive approach to improve the potential for successful postsecondary experiences, accommodation of diverse learning styles in academic settings, and the transfer of student accommodations in the postsecondary setting to the employment setting.

Method: Program activities focus on the development of strategies to assist Upward Bound and Talent Search staff, faculty, and students to successfully chart a course through the postsecondary experience and into the world of work. Students will be encouraged to enroll in the Upward Bound and Talent Search programs, training will be provided to staff, a team approach to accommodating students with diverse learning styles will be developed, and students will be assisted in transferring accommodations from school to work.

Products: The project will help students effectively speak for themselves; identify their own accommodation needs; create plans of actions; place into motion the services, behaviors, or activities required to meet their needs; evaluate the success of their plans; and modify those plans as needed. Students will gain self-knowledge, self-understanding, and communications strategies through the experiential components of the project.

Grant Number: H078C970021

Project IMPACT: Integrated Multi-Perspective Access to Campus Technology

Project Director: Smith, Roger
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414-229-5624

Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: This project proposes several strategies to recruit, retain, graduate, and place university students with disabilities by means of the effective integration of assistive technology into the postsecondary education setting. The project will implement targeted strategies in an urban mid-sized university, recording which ones are most effective.

Method: The project will utilize campus support systems and academic programs related to students with disabilities. Students trained with assistive technology will provide direct one-on-one support to other students with disabilities alongside campus services staff. The assistive technology lab will serve as a resource for students with disabilities and others who want to obtain hands-on assistive technology experience and expert consultation. The lab serves also to move trained students into their peer environments where they will help acquire and set up assistive technology needed for use in lecture halls, laboratories, libraries, and other campus environments.

Products: The mutual increase of educational and assistive technology has great potential to effect the postsecondary educational success of students with disabilities, if those technologies are applied collaboratively, deliberately, and cost effectively. Through its integration of multi-perspective access to campus technology, Project IMPACT expects to accomplish this goal. The project will make information available campus-wide, state-wide, and nationally through a diverse set of mechanisms.

Grant Number: H078C970029

Access to Work through Services

Project Director: Johnson, Donna
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612-624-6884

Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: This project intends to develop, evaluate, and disseminate a model in which service-learning is used to enhance educational and career opportunities for students with disabilities.

Method: Students with disabilities will be recruited to enroll in service-learning courses and will be offered advice on workplace accommodations, the Americans with Disabilities Act, and disclosure options. They may choose to become a trainer as their service-learning option. Student trainers will assist project staff in providing training and technical assistance for faculty who have service-learning components in their classes and for public and nonprofit employers that serve as service-learning sites. A pool of adaptive equipment will be available for student participants.

Products: As a result of this project, students should gain experience in using workplace accommodations and employers should be more effective in accommodating employees with disabilities; faculty can learn skills in adapting to diverse learning styles and service-learning staff can be better prepared to work with disabled students. Dissemination efforts will include a guidebook, a multimedia tutorial on the Internet, and a statewide conference.

Grant Number: H078C970030

Transition Resources and Career Services for Students with Disabilities

Project Director: Strache, Fred
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University Corporation
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818-677-2611

Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: This collaborative project proposes to design, implement, evaluate, and disseminate a program for high school, community college, and university students with disabilities that will provide effective exposure to post-secondary opportunities and work experiences.

Method: The project will provide career awareness and development activities to facilitate transition to higher education and employment for students with disabilities. It will develop networks and partnerships among employers in the community and service providers at the secondary and postsecondary levels to increase educational and employment options for the students. The project will also conduct career-related workshops, career fairs, and panels for students; establish a peer network; provide work experience opportunities; and establish a network of teachers, counselors, and other service providers and conduct training seminars for these professionals.

Products: The project will publish a tip book on general disability and career issues, establish an employer accommodation network, and disseminate project information through a clearinghouse and through presentations at conferences. Through this project, students with disabilities will learn more about their educational and employment opportunities, methods for conducting job searches, and skills for communicating effectively with potential employers. Secondary and postsecondary faculty, staff, and off-campus service providers will be able to better inform students of their educational opportunities and to assist them in career planning and in discovering work experiences.

Grant Number: H078C970035

Learning for a Lifetime Project: Postsecondary Technical Training Options for Students with Disabilities

Project Director: Flannery, Brigid
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541-346-2496

Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: The purpose of the Learning for a Lifetime Project is to provide students with disabilities, their teachers, and their parents with information and support to access and be successful in a wide variety of technical training options and to collaborate with postsecondary administrators and faculty to accomplish this purpose.

Method: The project intends to increase the capacity of two community colleges to ensure that students with disabilities successfully enroll and participate in occupational skills/professional skills programs. It will develop three transition guides to postsecondary education and training and it will train secondary teachers, college

Disability Services staff, and counselors in six community college regions to facilitate person-centered planning tools to use with students to plan for and implement postsecondary training options.

Products: Information from the project on programs, processes, and materials will be disseminated to students, families, teachers, and community college personnel throughout Oregon so that these stakeholders can learn about the variety of options available in college for students with disabilities. Programs exist, but are not widely known about, that can prepare students with disabilities so that they have the skills and credentials to be successful in the emerging job market and so that they develop the ability to earn wages that will enable them to be self supporting.

Grant Number: H078C970036

Involving Self-Determined Students with Disabilities in Postsecondary Systems Change

Project Director: Flexer, Robert
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330-672-3833

Beginning Date: 9/01/97
Ending Date: 8/31/00

Purpose: This project will address the problem of equipping self-determined students with disabilities with the tools and opportunity to have an impact on how education and support are delivered in postsecondary education. In conjunction with empowered students, the project will establish a collaborative framework for utilizing the expertise/experience of self-determined students.

Method: The project will recruit and train students to serve as consultants in recruitment/retention, accommodation/access, and college life disability. It will develop and implement strategies to support these activities and it will develop and disseminate training programs and materials on the model and on postsecondary systems change.

Products: This project assumes that college students with disabilities are good sources of expert consultation and access. The activities of students with disabilities help set the stage and provide the inputs and direction for institutional activity related to campus and program accessibility and resource support and service development. Participatory action research and customer-driven system change provide the framework and impetus for the activities of this project. Outcome and impact across the levels of students, programs, and external constituencies will be evaluated from policy and practice viewpoints.

Grant Number: H078C970040

Postsecondary-Innovative Transition Technology Project (Post-ITT)

Project Director: Bassett, Lee
Washington Research Institute
150 Nickerson Street, Suite 305
Seattle, WA 98109
206-285-9317

Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: The Postsecondary-Innovative Transition Technology Project will provide direct technology enhanced collaborative linkages among 18 postsecondary disability service coordinators, high school students with disabil-

ities, and their transition planning teams. This collaboration combines the resources and expertise of postsecondary disability service offices, secondary transition teams, and the Division of Vocational Rehabilitation.

Method: The project will increase student awareness of postsecondary opportunities and available disability and adult support services, facilitate eligibility review for disability and adult services, develop outreach strategies to inform secondary personnel of postsecondary services, and assist potential candidates to engage in sound transition planning to enhance postsecondary education access and success. Through desktop video conferencing and a Web site, the project will promote appropriate postsecondary choice and access to students at four demonstration high schools. This approach will provide students with easily accessed postsecondary disability support services information, and with access to professionals and successful students.

Products: At the conclusion of the project, validated system features will be available for adoption by other postsecondary institutions and school districts. The project offers the promise for a statewide system to link all postsecondary institutions with the secondary system. This will help to create a seamless postsecondary transition approach for students with disabilities who seek advanced vocational training or academic preparation leading to satisfying careers.

Grant Number: H078C970042

Opportunity to Completion

Project Director: Gitlow, Lynn
University of Maine
Center for Community Inclusion
Office of Research & Sponsored Programs
5717 Corbett Hall
Orono, ME 04469-5717
207-581-1084

Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: This project details the development, implementation, evaluation, and dissemination of a theory-based model program designed to increase opportunity for and success in four-year undergraduate education for students with disabilities. The approach is based on a synthesis of theory, research, evaluation, and practice.

Method: The first project activity is a community-based outreach program consisting of information and dialogue and of empowering middle and high schools. The institutional empowerment component of the project consists of a Higher Education Living and Learning Plan advisory model, On-Line Disability Information and Support, and a collaboration with the Career Center. To enhance the campus climate for diversity, which is the final activity of the project, the Center for Community Inclusion will work with existing diversity efforts to conduct campus-wide awareness programs related to disability as diversity and will provide technical assistance to faculty in developing teaching skills for diverse groups of students with disabilities.

Products: The project is a collaborative effort within the University of Maine and with high schools, communities, and community-based projects in Maine to increase opportunities and successes for students who have various disabilities. National dissemination of the model is planned.

Grant Number: H078C970045

Model Demonstration Projects to Improve the Delivery and Outcomes of Postsecondary Education of Individuals with Disabilities

Project Director: Wolfe, Pamela S.
Pennsylvania State University
College of Education
110 Technology Center
University Park, PA 16802
814-863-8002

Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: This project will address the continuing need for educational institutions to modify instructional strategies and classroom environments to promote greater participation of students with disabilities and improve their academic performance.

Method: The project will assess specific training needs of faculty and staff with respect to disability issues, develop and implement different training approaches, and it will evaluate each training model using multiple outcome measures such as faculty/staff satisfaction with training, knowledge about making disability accommodations, and self-efficacy in applying disability information in a variety of postsecondary environments.

Products: The project expects to develop effective faculty and staff training programs that can be duplicated at other postsecondary settings to better serve the full range of students with disabilities. It will produce procedures and training materials such as faculty and staff handbooks, videotapes, and an Internet home page with information regarding accommodations for postsecondary students with disabilities. It will also conduct a cost-benefit analysis to assess time and cost factors associated with the training approaches to determine the feasibility of replication at other postsecondary settings.

Grant Number: H078C970057

Center for Leadership and Career Development Education

Project Director: Roberts, Debra Ann
Fitchburg State College
Academic Affairs
160 Pearl Street
Fitchburg, MA 01420
508-665-3460

Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: Through this project, the Regional Center for Leadership and Career Education at Fitchburg State College will incorporate the success of postsecondary model programs into a comprehensive model of career services for students with disabilities in postsecondary education. The main focus will be to create a continuous and comprehensive network of services for a diverse group of students at all levels of postsecondary education.

Method: The main program components of the Center will include training and technical assistance to campus service providers and employers in areas such as creating partnerships, disability law, reasonable accommodation, disclosure of disability, and assistive technology. The center will promote continuity of career development throughout a student's postsecondary experience and into the workplace. Emphasis is on leadership and empowerment by involving students with disabilities at all levels of program development and in the Leadership Conference for students, and by promoting inclusion of students with disabilities in all aspects of campus life.

Products: The Center will create a web of programming for its constituents to promote and enhance career potential for students with disabilities throughout the region. With an expectation of a direct impact on 80-100 students each year, the Center can collect quantitative and qualitative data on the effectiveness of service provision and can provide a theoretical framework to determine the linkage between leadership experiences, self-empowerment, and employment success. Outcome studies will be disseminated via conferences and publications. The Center will use electronic media to develop a directory of assistive technology and accommodation resources for use by consumers, campus career and field work personnel, and employers in the region.

Grant Number: H078C970058

A Model Demonstration Project to Integrate Learning Style Strategies and a Minority Recruitment Plan into Programs Serving Students with Severe Disabilities

Project Director: Krug, Charles
Valencia Community College
Center for High-Tech Training P.O. Box 3028
P.O. Box 3028
Orlando, FL 32802
407-299-5000

Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: This model demonstration project is part of the Computer Programmer Training and Computer Assisted Design for High-Tech Training for Individuals with Disabilities at Valencia Community College. The Center provides training and support services that lead to high rates of completion and job placement for individuals with significant disabilities.

Method: The project will identify models for institutional change that can support higher education institutions nationally in meeting the challenges of the coming years. The center will focus on becoming a more learning-centered institution, emphasizing the results of the instructional process and the concern that the college prepare all students for their future lives and careers. Valencia will base its minority recruitment activities on its currently successful College Reach-Out recruitment and readiness model to target minority students from area high schools.

Products: Each year the project will publish and distribute reports which outline the processes used for customizing instruction based on student learning styles and for implementing minority recruitment plans. Success will be measured by project-defined outcomes and will be part of the reports that are disseminated.

(84.158J)
Research Institute on Secondary Education Services for Children and Youth with Disabilities

Grant Number: H158J970001

Research Institute on Secondary Education Services for Children and Youth with Disabilities

Project Director: Phelps, Allen
University of Wisconsin - Madison
Wisconsin Center for Education Research
750 University Avenue
Madison, WI 53706
608-263-2714

Beginning Date: 10/01/97
Ending Date: 9/30/02

Purpose: The institute designed by this project will plan and conduct a five-year strategic program of research and dissemination to generate information on effective strategies for improving learning opportunities and results for the full range of students with disabilities in secondary school settings.

Method: Using a framework from a longitudinal study of successful school restructuring, five action research programs will be undertaken with teams of teacher-researchers in significantly restructured secondary schools where youth with disabilities are being served in regular or special classes. Field studies in urban, suburban, and rural action research schools will examine the effects of assessment on the design and delivery of integrated instruction and support strategies, parental and student engagement in standards-based initiatives, and career exploration and planning processes which produce high levels of achievement and postschool outcomes.

Products: Research synthesis papers, best practice briefs, and a Design Forum will be completed in the first year of the project to focus and prioritize the five research programs. A national network of dissemination and outreach partner organizations will assist in making the results of the studies widely available to parents, teachers, administrators, and policymakers.

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(84.158Q) Outreach Projects for Services for Youth with Disabilties

Grant Number: H158Q970005

TRANS TECH: Transition into Technology

Project Director: Ferrara, Joseph
Minot State University
North Dakota Center for Persons with Disabilities
500 University Avenue W
Minot, ND 58707
701-858-3580

Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: The TRANS TECH project will develop and test a proof-of-concept distance technology model to enable students with mild disabilities on four Indian Reservations in rural North Dakota to work as telecommuters, providing employment opportunities within the capabilities of these students and, through communications technology, enabling them to complete work for distant employers.

Method: In order to develop its telecommuting model, TRANS TECH will focus on five operational objectives and conduct activities that develop new materials, implement new procedures, and maintain accurate records. Project staff will develop at least 30 community-based telecommunications jobs in rural North Dakota. They will help teachers as they use job-specific assessment tools to collect data on at least 100 students' interests and aptitudes, and they will provide inservice training, materials, and technical support to school faculty as they teach telecommuting to at least 30 students. Staff will also support vocational rehabilitation counselors and teachers in student placement and they will help use community resources to support their work.

Products: The TRANS TECH project will be a collaborative effort involving personnel from rural school districts, vocational rehabilitation, school-to-work programs, and the university. The project will support at least 30 students with mild disabilities as they transition from high school programs into distance technology employment opportunities. Project findings and materials will be disseminated via the Internet, through network-based consultation and training, and by means of journal articles and presentations at national conferences.

Grant Number: H158Q970006

Leadership and Peer Educator Training Project

Project Director: Peterson, Willa
Fitchburg State College
Academic Affairs 160 Pearl Street
160 Pearl Street
Fitchburg, MA 01420
508-345-2151

Beginning Date: 10/24/97
Ending Date: 10/23/00

Purpose: The Leadership and Peer Educator Training Project for high school and undergraduate students with disabilities is designed to assist these students to discover and enhance their leadership ability and to promote outreach to high school students and their families regarding strategies for effective transition.

Method: The project trains students to serve as peer mentors for students with disabilities, promoting self-advocacy, alerting them to disability rights and awareness, and enhancing effective transition from school to adult life. The Leadership and Peer Educator Training Project will be replicated at five campuses during the funding period. Each college will commit to creating a partnership with a local high school. Total minimum participation is expected to be 15 high schools with 15 college campuses. Project staff will provide technical assistance and training in the development of peer mentor programs.

Products: The project will develop and disseminate a facilitator's manual, curriculum, and training materials; publish articles; and have students make presentations at regional and national conferences to promote outreach of program findings. As a result of such training, students become more active on campus, in the community, and in their own career development. Successful graduates of the program can join a Statewide Speakers Bureau and continue to serve as effective advocates for outreach and education of high school students, parents, and educators in all aspects of transition planning.

Grant Number: H158Q970008

Outreach Projects for Services for Youth with Disabilities

Project Director: Dowse, Patricia
New York State Rehabilitation Association
155 Washington Avenue
Albany, NY 12210
518-449-2976

Beginning Date: 1/01/98
Ending Date: 12/31/00

Purpose: This outreach project is designed to assist educational agencies and community rehabilitation programs in implementing proven models and exemplary practices to improve secondary education and transition services for youth with disabilities. By replicating effective school-community rehabilitation partnerships through the use of a direct mentoring process, this project will close the gap between research involving effective models and the actual replication of exemplary practices that are cost-effective and focused on student results.

Method: Through the state level partnership between the New York State Rehabilitation Association (NYSRA) and the State Education Department's Office of Vocational and Educational Services for individuals with disabilities, the project intends to disseminate information about proven models and exemplary practices that demonstrate improved secondary and transition services. It will replicate proven models and exemplary practices in multiple sites that represent diverse student populations, schools with varying income levels, and urban/rural settings across the state, and it will evaluate outreach activities to determine their effectiveness.

Products: Multiple outcome measures for the specific goals and objectives will be evaluated to determine the effectiveness of the outreach strategies for dissemination and replication of exemplary practices. The evaluation will measure multiple indicators of student results, and other indices of the effects of the exemplary practices in multiple sites through a formative and summative evaluation plan to allow both the reporting of cost information, effectiveness of strategies, and successful replication of the model or practices.

Grant Number: H158Q970009

Transition Service Integration Expansion Project

Project Director: Pumpian, Ian
San Diego State University
Research Foundation
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San Diego, CA 92182-1931
619-594-7179

Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: This project proposes to link integrated individualized employment at above-minimum wages with a stable system for long-term career support, recreation, postsecondary education, and community living services for individuals with the most severe disabilities, mainly from racially or ethnically diverse backgrounds in metropolitan San Francisco and San Diego. This outreach project will build from a new transition model that was designed to better integrate the resources, expertise, and responsibilities of local public schools and agencies, and those of state and regional centers.

Method: The partnerships created by implementing the transition model and integrating the network of service providers will operate in response to the needs and interests of secondary students through person-centered planning. Support staff will be co-located or subcontracted with the service provider sites. Career and related services for the secondary students will be provided by public school and Transition Partnership Program staff with the active involvement of the service agencies to ensure successful transitions after graduation.

Products: It is anticipated that the successful outreach of this model in large metropolitan areas of California across a minimum of 12 agencies with a collective capacity to serve approximately 120 transitioning students will have a major positive impact on the delivery of services and the level of unemployment, and will improve the career advancement potential and access to normalized community settings for adults with the most severe disabilities throughout the state of California and the nation.

Grant Number: H158Q970014

Self-Determined Learning Model of Instruction: A National Outreach Project

Project Director: Agran, Martin
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Beginning Date: 9/01/97
Ending Date: 8/31/00

Purpose: This project proposes to begin a collaboration among the departments of special education at Utah State University and the University of Utah and a consortium of participating universities in the intermountain area to prepare qualified personnel via distance education.

Method: Teacher preparation courses in severe disabilities offered at Utah State University and the University of Utah will be interactively broadcast to three other universities in the intermountain area on the Internet using videoconferencing technology. Special software and hardware will allow interactive videoconferencing that is interactive, user-friendly, and extremely inexpensive. Through this project, a national faculty of recognized professionals in the area of severe disabilities will be developed and will participate in the delivery of the program, providing information and technical assistance.

Products: Direct benefits will be provided to approximately 125 students from two states, and 15 workshops on the model will be delivered (with between 25 and 40 teachers attending each workshop). Project personnel will disseminate information about the project's findings to each state chapter of The Arc as well as through their Website. Findings will also be disseminated through articles and at national, state, and local meetings.

Grant Number: H158Q970017

ADA/504 Classroom Support Development

Project Director: Yazza, Angey
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Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: The project intends to provide more efficient mental health support for Navajo children on the reservation. It is expected to reduce the high rate of inappropriate special education placements. The Fort Defiance Agency has developed classrooms specifically designed to meet the needs of children who have been identified as behavior disordered or who manifest severe emotional problems which are environmental in nature and would be considered temporary conditions.

Method: The project director will implement the following training programs: A traditional American Indian practitioner will be recommended by the Navajo Nation to provide training for staff in Navajo culture and to act as a cultural liaison to the children and their families on site and at the children's residences. Two professionals will be hired and trained to provide transitional support to children from a cultural context. Parents of children in residence will be trained, as will community and school members from local areas. A partnership with Northern Arizona University will be set up to provide a comprehensive plan of program evaluation, focusing on recidivism rates after the trainings and after acculturation programs are strengthened as well as on analysis of treatment plan objectives for relevance to the children's needs outside of the ADA/504 classroom.

Products: Successful implementation of this project is expected to assist the people of the Navajo reservation community by assuring that their children can receive mental health services at community schools rather than off-reservation. Limited funds available to Indian people can be used more efficiently at school and can be coordinated at the local level through the schools themselves. Children and parents can benefit from more direct service provision in the area of parenting and family counseling.

Grant Number: H158Q970027

GED Success for Students with Learning Disabilities & Behavior Disorders

Project Director: Bassett, Lee
Washington Research Institute
150 Nickerson Street Suite 305
Seattle, WA 98109
206-285-9317

Beginning Date: 11/01/97
Ending Date: 10/31/00

Purpose: The project intends to provide students with disabilities who have dropped out of school with improved opportunities to obtain a GED. It will accomplish its goals by developing a cadre of highly trained and supported teacher-trainers at four model demonstration sites, utilizing the "GED Success Program" model.

Method: The project will provide students with access to effective transition services, community-based employment opportunities, and adult service providers. Based on a highly structured, validated curriculum and program model, students will be offered an alternative secondary program option. The project will disseminate "GED Success Program" information to school districts, special education professionals, and consumer/advocacy groups in the target states. It will select a model demonstration site in each of the states and will train selected district teacher-trainer teams on the system implementation and curriculum program components of the model. It will also provide annual on-site technical assistance to the sites. Finally, the project will evaluate the effectiveness of the implemented models and training at all sites and will revise its curriculum appropriately and disseminate products to national special education communities.

Products: The project expects to create a cost-effective outreach and replication system which will eventually involve other interested districts throughout the Northeast in implementing the program model to best fit local conditions and student needs. The result of the project is anticipated to be a comprehensive consumer-driven evaluation of product and system processes that will result in a highly replicable and sustainable program option for students with disabilities who have not found success at the secondary level.

Grant Number: H158Q970029

High School High Tech Comes to Iowa: A Proven Strategy for Transitioning Students with Disabilities to Technological Fields

Project Director: Nietupski, John
Grant Wood Area Education Agency
4401 Sixth Street, SW
Cedar Rapids, IA 52404-4499
319-399-6442

Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: This project is a partnership between educational entities and students with disabilities and their families to implement a high school high-tech (HSHT) program that has been demonstrated to be effective in expanding employment and postsecondary education opportunities for students with disabilities.

Method: The project will form a steering committee of key stakeholders for project oversight and assistance in institutionalizing HSHT beyond the federal funding period and it will obtain commitments from three to six high-tech businesses in the local area. Curriculum modules, training methodologies, and assistive technology will be developed, addressing skills identified within targeted industries/firms. The program will be implemented in the target area and later replicated in an additional community. Graduating students will be linked to jobs or postsecondary training in high-tech fields.

Products: The project is expected to serve a minimum of 150 high school students with a wide range of disabilities. Student/family and employer satisfaction with project processes as well as impact on transition students will be assessed. The HSHT project will be evaluated and project findings and materials will be disseminated within Iowa and nationally, targeting professionals, parents, employers, and the general public.

Grant Number: H158Q970033

Take Charge for the Future: A Multistate Collaborative Outreach Project to Promote Student Involvement in Transition Planning

Project Director: Powers, Laurie
Oregon Health Sciences University
Child Development and Rehabilitation Center
3181 SW Sam Jackson Park Rd, L106
Portland, OR 97201
503-232-9154

Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: Take Charge for the Future is a multi-state collaborative outreach project to promote student involvement in transition planning. The project takes a comprehensive approach and is being collaboratively implemented by schools and community organizations in order to facilitate youth participation in transition planning.

Method: Project components include coaching for youth in the application of transition planning strategies, mentorship, peer support, parent support, and staff training and technical assistance. Take Charge for the Future is designed as a supported, self-help experience for students intended for delivery in inclusive settings.

Products: The project will design and disseminate detailed outreach materials and will develop model demonstration sites in each outreach state. It includes a systematic program of state-wide in-service training and technical assistance and a detailed evaluation of the impacts associated with outreach and model delivery. All outreach products and findings will be intensively disseminated through presentations directed at regional and national audiences, publications, and Internet links.

Grant Number: H158Q970039

Sponsoring Local Secondary and Transitional Initiatives for Youth with Disabilities: A Technology Supported, Total Outreach Training Approach

Project Director: Stowitschek, Joseph J.
University of Washington
Experimental Education Unit Box 357925
Seattle, WA 98195-7925
206-543-4011

Beginning Date: 9/01/97
Ending Date: 8/31/00

Purpose: This project will continue a national transition initiative with an unconventional outreach approach that sponsors local secondary and transition initiatives in school districts, setting the stage to facilitate the adoption and adaptation of sound model components, strategies, and exemplary transition practices, particularly for youth with disabilities who are difficult to serve.

Method: Using the models and products of five secondary education and transition projects completed at the University of Washington, a total quality outreach approach will be employed to increase the responsiveness of participants toward adopting focused sets of exemplary practices according to self-prioritized needs. The general design of the project is to bring secondary educators and transition service practitioners who work with youth

with disabilities through three phases of outreach in which they initiate a process of program self-analysis and renewal, sustain the process by assimilating selected model components and exemplary practices into their own program activities, and extend the process as on-site outreach resources.

Products: Educational staff, parent representatives, student representatives, and related services personnel will work with project methods to implement, adapt, and sustain within their own programs the selected exemplary practices with direct and indirect support from project staff and from a cadre of exemplary practices specialists. Participants will become local outreach resources, working to extend the use of selected exemplary practices across programs within their local organizations. Materials, media, and curricula pertaining to exemplary practices will be provided by the project. Inservice training and technical assistance will be provided via interactive telecommunications employing recognized specialists in secondary and transition models and selected exemplary practices.

(84.158V)
Model Demonstration Projects to Improve the Delivery and Outcomes of Secondary Education Services for Students with Disabilities

Grant Number: H158V970005

Baltimore Work-Based Learning 2000: Including All Students in School to Work Activities

Project Director: Tilson, George
Transcen, Inc
451 Hungerford Dr., Suite 700
Rockville, MD 20850
301-424-2002

Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: The purpose of the Baltimore Work-Based Learning 2000 project is to ensure that students with disabilities, through participation in generic vocational, career education, and school-to-work activities, successfully transition from secondary education into meaningful employment or further education and training. The project will be implemented in two Baltimore City public schools and disseminated to other school districts in Maryland.

Method: The project will work with current school-to-work systems-change efforts to restructure academic or vocational course offerings so that over 200 students with disabilities are included in the full range of career activities. It will provide training and technical assistance to over 100 school personnel to ensure that targeted students are included in all programs and services. The project will ensure that vocational assessments, service delivery, and career counseling meet the needs of students with disabilities, and that targeted students receive counseling, tutoring, assistive technology, and other necessary accommodations.

Products: Project activities will be evaluated in terms of meeting proposed outcomes of employment or postsecondary education and training, and the successful features of the model will be disseminated to other schools in Baltimore and throughout Maryland.

Grant Number: H158V970019

Project MOVE: Mentoring Opportunities for Vocational Exploration —A Program for Secondary Students with Disabilities

Project Director: McCue, Michael
Center for Applied Neuropsychology
100 First Ave., Suite 900
Pittsburgh, PA 15222
412-391-4590

Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: The purpose of Project MOVE is to develop, implement, evaluate, and disseminate effective methods to increase the number of individuals with disabilities who complete secondary education programs, and to improve the potential for successful transition to the workplace and to postsecondary education or vocational training for these students.

Method: The project will conduct case-based training programs and provide technical assistance to faculty members and staff in two Pittsburgh high schools as well as to employers, individuals with disabilities, and their parents. It will modify the existing school curriculum to meet the needs of students with disabilities by including a program of vocational and functional assessment, career exploration, and vocational entry skills development. It will develop a vocational mentorship program for 40 secondary students with a variety of disabilities.

Products: The project will evaluate the efficacy of the faculty training and technical assistance, the career readiness curriculum, and the employer-mentorship programs in terms of the desired outcomes, test the replicability of the program, and sustain the project effort without grant funding. The project will disseminate information about its methods through a variety of means, including a procedural manual, Internet homepage, publications, and presentations.

Grant Number: H158V970022

Connecting to the Community Through Circles of Success: Building Resiliency and Preventing School Failure for Students with Disabilities

Project Director: Backer, Lisa
Rum River Special Education Cooperative
315 Seventh Lane NE
Cambridge, MN 55008
612-689-3600

Beginning Date: 10/20/97
Ending Date: 10/19/00

Purpose: The Success Circles project will work with secondary students with disabilities who are at risk of dropping out based on identified indicators (failure, absenteeism, and behavioral problems). Through a partnership of several agencies, the project will intervene to build assets and resiliency in the student and his or her community. The project will bring students, families, educators, social service providers, and concerned community members together to solve problems and commit to action.

Method: In the first year, the project will gather data on the indicators for possible failure, assemble training materials, and implement the Success Circles strategy in one local high school. In the second year, the program will be extended to two additional high schools with an emphasis on using this experience to develop model dissemination materials. In the third year, the program will be introduced the the remaining schools in the project's service area.

Products: Model dissemination materials, including a video, training manual, and informational reports/brochures, will be made available to a state and national audience through presentations and networking. The coordination of services and support across agencies and participants will provide a concrete and usable format for true interagency collaboration. As students work within the Success Circles process and begin to understand their connectedness to a caring community, they will possess more assets and skills to complete school and make a successful transition to post-secondary life.

Grant Number: H158V970035

Passing Accountability to Students for Securing Appropriate and Gainful Employment — PASSAGE Project

Project Director: Reinhardtsen, Janet M.
Educational Service District 112
2500 NE 65th Ave.
Vancouver, WA 98661-6812
360-750-7500

Beginning Date: 12/15/97
Ending Date: 12/14/00

Purpose: The PASSAGE Project will address the need for secondary schools to restructure or modify academic and vocational course content offerings, instructional strategies, sequencing and work-based learning, and connecting activities to promote improved participation and performance for students with disabilities. This model is designed to shift the emphasis and responsibility for transtion program development to the students and their parents.

Method: Staff will receive training in self determination, self advocacy, self-directed IEPs, and in facilitated fiscal management of resources basic to providing team training and support to students with disabilities and their parents. Critical to staff training will be group processing designed to facilitate the shift from transition planning from teacher-directed to student-directed. Students, parents, and community mentors will receive training similar to that of the staff.

Products: The assumption underlying this project is that by shifting the responsibility for accessing needed services from teachers and other service providers to the student and parents, it will ultimately result in increased student independence and personal responsibility for his or her future. This shift in resource allocation may also result in the development of non-traditional secondary programs.

Grant Number: H158V970037

That's the Job I Want! Development, Evaluation, and Dissemination of a Consumer-Driven Job Preference Program Using Motion Video CD ROM

Project Director: Morgan, Robert L.
Utah State University
Dept. of Special Education and Rehab.
2865 University Blvd.
Logan, UT 84322-2865
435-797-3251

Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: The purpose of this project is to produce a consumer-driven job choice and career education program. The project will develop, evaluate, and disseminate a program that provides youth with disabilities with a realistic representation of various jobs using motion video CD-ROM. The target population will be youth with severe disabilities, such as mental retardation and autism.

Method: Individuals will be assisted through the assessment and career education program by a facilitator. As a youth makes choices from the video program through keyboard or touch-screen responses, selections will become more targeted until a limited number of jobs are identified. These job selections will be described in more detail, and subsequently used by educators to guide transition planning and job placement efforts.

Products: Specific goals of the project are to identify the critical attributes of jobs commonly held or potentially attainable by youths with disabilities; to develop a prototype video CD-ROM based on critical attributes of jobs developed through field testing also done as part of the project; and to disseminate the program to secondary special education, rehabilitation, and supported employment programs nationwide. Across the field tests, approximately 400 youth will participate in the project.

Grant Number: H158V970039

Innovative Approach for Meeting the Transition Needs of Students with Specific Learning Disabilities or Severe Emotional Disabilities

Project Director: Bounds, Betsy
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Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: The Tucson Unified School District (TUSD) proposes to develop and implement an innovative approach for meeting the transition needs of students with disabilities in secondary school settings. This approach intends to prepare students with disabilities for high-skill, high-paid jobs or further education or training by coordinating and supporting their enrollment in a sequential program of study with high academic standards.

Method: TUSD proposes to offer a series of innovative support services for 120 students with specific learning disabilities or severe emotional disabilities. These students will enroll in one of three established school-to-work instructional magnet programs offered in TUSD. The three programs, Health Related Services, Aviation/Aerospace Technology, and Media Arts will be offered at two high schools. The project model will use a series of recognized intervention strategies of transition counseling, paid and non-paid career exploration, assistive technology, individualized support, peer mentors, pause-circuit video instructional labs, restructuring academic and/or vocational course offerings, participation in related extracurricular activities, and mentors from industry.

Products: The strategies employed by the project are interdependent and designed to ensure that students receive a comprehensive education which includes academic and vocational course work, individualized support, participation in related extracurricular activities, and ongoing involvement with local employers and a successfully planned transition from school to work.

Grant Number: H158V970042

School-Based Transition Programs for Youth with Emotional Disturbance

Project Director: Hagner, David
University of New Hampshire
Institute on Disability
107 Service Building
Durham, NC 03824-3585
603-862-4320

Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: The purpose of this project is to develop, implement, evaluate, and disseminate a comprehensive model for the effective transition from school to work of youth with serious emotional disturbance. The overarching goal of this project is for students to complete graduation requirements and to engage in planning and training for meaningful employment or post-secondary education.

Method: Seven key model components will be addressed: the development of school-based interagency teams comprised of the student, family, school staff, and related community support personnel; the implementation of a Career Planning Class to provide students with instruction and support in planning their educational and career goals, along with activities to reach these goals; the development of integrated curriculum modules for core academic courses; the development of community-based learning experiences for technical skills relating to career interests; intensive instruction and practice in social skills, anger management, and interpersonal problem solving strategies; intensive training of school staff specific to the transition needs of youth with serious emotional disturbance; and the provision of family supports to assist parents in the active involvement in their children's education and career planning.

Products: Quantitative and qualitative evaluation information will be collected to assess the impact of the model on students' academic achievement and school to work transition success. Descriptions of this model and project outcomes will be disseminated in New Hampshire, regionally, and nationally via trainings, conferences, publications, and on an Internet site. A manual of model components, including curriculum modules, will also be disseminated.

Grant Number: H158V970043

ACCESS: Achieving Career Competencies with Educational Standards and Skills

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510-741-2835

Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: This project will be linked to the efforts of the educational reform going on in West Contra Costa County in California. A partnership will be established among special education staff, the community, the district school-to-work personnel, and organized business.

Method: The project intends to: eliminate a dual system of reform efforts between general education and special education; promote and include special education teachers in school-to-career reform; develop instructional units

that will give special education students full access to challenging occupation and academic standards; reduce the drop out rate and repeated course failures of special education students.

Products: Because Contra Costa County can be considered a model for standard and assessment procedures development in California, this project will align instructional units that integrate academic and occupational skills directly to those standards. This project is the next step if the special education population is going to be prepared to move onto the high-skill/high-wage occupations of the twenty-first century.

Grant Number: H158V970047

A Comprehensive Model to Empower Low Income Minority Youths with Disabilities for Transition

Project Director: Balcazar, Fabricio E.; Keys, Christopher
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312-413-1646

Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: The project's goal is to develop, implement, and evaluate a comprehensive model to empower low-income minority students with disabilities for transition. The model is intended to improve academic retention and performance and to help participants clarify and pursue vocational goals. It will attempt to promote effective supports for students' inclusion into general education classrooms while developing their competencies to assume a proactive role in their education and vocational development.

Method: The project will analyze the environmental factors that are either hindering or supporting academic success of the targeted students and will use this information to develop the model within the context of the schools. Special education teachers and transition specialists will help adapt or develop training materials and procedures to be incorporated into a transition-readiness curriculum. Intervention components of the program will include case management, classroom empowerment training, vocational guidance and support, academic support, and family support.

Products: The program will be evaluated by comparing the academic success of students participating in it to an equivalent sample of students receiving regular transition services from the participating schools. If successful, the project will demonstrate the effectiveness of a comprehensive model of transition readiness that will allow low-income minority students with disabilities to take control of the process and to develop their independence and self-reliance.

Grant Number: H158V970051

Project Anchor

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Beginning Date: 9/30/97
Ending Date: 9/29/00

Purpose: The goal of project ANCHOR is to develop, implement, document, evaluate, and disseminate a model for creating an integrated support structure that will improve secondary education services and effect positive outcomes for students with serious emotional disturbance. Issues that concern the project are: promoting school-

linked and coordinated delivery of educational, vocational, school-to-work, employment, juvenile justice, recreational, and social services; empowering families to become full partners in interagency collaboration; restructuring, revising, and integrating academic and vocational course offerings for target students; and developing school-linked youth development activities to promote student skills.

Method: Project ANCHOR will develop a model for improved secondary education at the local level by engaging critical audiences — staff, youth, families, employers, and the community — in all aspects of the project, including training and activity development to promote the integration of youths with SED into academic and vocational environments.

Products: The project will develop print and electronic products and disseminate its results to promote and replicate project activities at the local, state, and national levels. Community-based agencies, businesses, and organizations will participate in the development, implementation, and evaluation of the model and national associations will help disseminate the results.

Grant Number: H158V970053

Project Connect: Integrating Occupational Skills Standards, the Vermont Framework, and Applied Learning

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Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: The purpose of this three-year model development project is to ensure that restructuring efforts currently in place in Vermont's technical education centers are integrated with one another, include students with disabilities, and are delivered within the context of school-to-work reform efforts designed to prepare students for high-skill, high-wage jobs and/or further education and training following high school. Project activities include aligning curricula and applied learning experiences, expanding opportunities for students to participate in those experiences, and redesigning technical education curricula to meet the diverse needs of learners, including those with disabilities.

Method: To build the capacity of technical education centers to achieve the goals of an integrated approach to restructuring student experience, the project will develop applied learning opportunities, such as job shadowing, apprenticeships, internships, and paid employment. Twenty students at each of three technical centers will participate in designing and implementing individual learning plans that are aligned with state standards and are related to academics, career awareness, and other applied learning experiences. Professional development activities will help build the capacity of technical education centers to implement activities associated with restructuring. Technical education centers and community partnerships will be strengthened to promote successful transition efforts.

Products: During the final year of the project, technical assistance and professional development will be provided at all the project sites. Project materials, processes, and strategies will be disseminated to state audiences through workshops, summer institutes, and newsletters, and to national audiences by means of reports, conference presentations, and curricular materials and manuals.

Grant Number: H158V970055

Project Corps Model Demonstration Project

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Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: The Rehabilitation Research and Training Center on Supported Employment at Virginia Commonwealth University will create a model development project to assist students with severe disabilities to transition to chosen jobs and careers through employer-based and employer-driven interventions and supports.

Method: The project is designed to build the capacity of public and private employers, including large corporations, small businesses, and government agencies, to support transitioning students with severe disabilities by means of modifying existing new employee orientation and training programs, job descriptions, and employee evaluations; developing mentoring programs for training and ongoing support functions; and making worksite accommodations such as environmental modifications, scheduling modifications, and job carving. The project will be based at Virginia Commonwealth University and will use surrounding school systems.

Products: An anticipated 60 students will benefit from the project by transitioning into employer-based supported employment while in secondary programs, without an interruption of services or discontinuity between educational and adult services. Transitions will be coordinated through students' vocational rehabilitation counselors and coordinated individualized transition plans and through written rehabilitation plans developed during school programs.

Grant Number: H158V970066

Using Consumer Driven Changes to Improve Secondary Special Education Services

Project Director: Kortering, Larry J.
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Beginning Date: 10/01/97
Ending Date: 9/30/00

Purpose: This project uses a three-point approach for improving the delivery and outcomes associated with two local high schools. Locally derived interventions will address the concerns and motivations of the students. Regular and vocational courses will be transformed to help special education students be more successful. A vocational assessment process will provide a way for students and teachers to make a better connection between school learning and future student ambitions.

Method: Local educators will deploy interventions tailored to the motivations and needs of their students. Interviews with student dropouts and parents of special education students will establish considerations for

responding to dropout-prone youth, implementing changes for those who return to school, and improving services from the viewpoint to families.

Products: An evaluation system will document change in a number of areas: dropout and graduation rates, post-school outcomes, grade point averages, student attendance, teacher job satisfaction, and student satisfaction. The backward mapping strategies used by this project will help empower teachers and students while enhancing the local schools' capacity for success.

(84.159E)
Longitudinal Study of the Impact of Early Intervention Services on Infants and Toddlers with Disabilities

Grant Number: H159E950001

Longitudinal Study of the Impact of Early Intervention Services on Infants and Toddlers with Disabilities

Project Director: Wagner, Mary
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Beginning Date: 1/01/96
Ending Date: 12/31/00

Purpose: To examine the extent to which Part H is being implemented at the local level and examine the relationships between extent of implementation and the child and family outcomes achieved.

Method: This study will document the developmental trajectories of 1,800 children in the first five years of life and examine the relationships between the growth experienced by children with different disabling conditions and the early intervention services they receive. Subjects will represent urban, suburban, and rural communities, including communities with high proportions of minority group families, in 18 communities located in 12 states. Multiple areas of child and family functioning will be measured. Child and family outcomes will be assessed when the child enters early intervention and at each 1-year anniversary thereafter until the child reaches 36 months of age. All children will be assessed and family outcome data collected at 36 months and again at 60 months. Data gathered will address the provider, nature, quantity, quality, and cost of early intervention services received by each child and family. The study will also collect information about the nature of Part H implementation at both community and state levels. Information on behavior and services in preschool special education and kindergarten will be collected as children age and enter new educational settings. Hierarchical linear modeling will be used to examine the growth trajectories of children with different disabilities and to determine the relationship between child growth and Part H services.

Products: Project findings will be disseminated to potential audiences, including policy makers, federal, state, and local administrators, researchers, practitioners, parents of children with disabilities, advocates, and professional organizations. Findings will be disseminated in several formats, including: annual comprehensive reports at the end of Years 3, 4, and 5; brief reports in each of these years; short summaries of key findings; articles submitted for publication in professional journals; and conference presentations and briefings.

(84.221A)
Native Hawaiian Special Education Project

Grant Number: H221A950002

Pihana Na Mamo: The Native Hawaiian Special Education Project

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Beginning Date: 1/01/96
Ending Date: 12/31/00

Purpose: To improve special educational services provided to children and youth of native Hawaiian ancestry with special needs.

Method: This project will focus on the development of comprehensive and culturally appropriate instructional models to effectively serve special education students of Hawaiian ancestry in the least restrictive environment and on meeting the needs of students at risk of being identified as needing special education in regular classroom settings. Project staff will implement a state-wide parent and community involvement component to encourage and support the participation of parents in school programs. Parent involvement staff will be hired to coordinate efforts within each community to increase parental participation. Staff development activities will be sponsored to support the use of direct instructional practices. Through the funding of master teachers and part-time teachers, support will be provided for development and implementation of school-wide plans.

Products: Outcomes from the project will include: improved educational performance among special needs students of Hawaiian ancestry; increased participation of Hawaiian parents and community leaders in schools; improved school-level and district-level capacity to serve Hawaiian students in the least restrictive environment; and increased public awareness of the educational needs of Hawaiian students.

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(84.237H)
Developing Effective Secondary School-Based Practices for Youth with Serious Emotional Disturbance

Grant Number: H237H960012

Persistence Plus: Using Check and Connect Procedures for Students with SED

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Beginning Date: 10/01/96
Ending Date: 9/30/00

Purpose: To field test the Check and Connect procedure, an empirically validated dropout prevention and intervention strategy for urban middle school youth with learning and emotional/behavioral disabilities), in order to improve service delivery and post-school outcomes.

Method: Interventions will focus on the individual needs and personal development of the student, empowering families to provide educational support to their adolescents, and making changes in the delivery of services. A "monitor" will work with each group of students through graduation, moving with students and families from program to program, actively facilitating regular communication, promoting access to services, and keeping educational progress a foremost concern. Approximately 100 students will be targeted for intervention beginning in grade 9 and continuing for 4 years. Data will be collected on several key constructs: participation in school; identification with school; academic, social, and behavioral performance; school and family support for learning and transition services; and participant satisfaction.

Products: In year 1, an informational brochure will be developed for community awareness. One newsletter or journal article will be drafted each year for publication. By year 4, a user-friendly procedure manual will be developed, describing the Check and Connect procedure and including a component for promoting parent involvement and complementary monitoring strategies. A summary report will also be developed in the fourth year, as will a final technical report. Presentation proposals will also be submitted to national professional associations and meetings.

Grant Number: H237H960022

Developing Effective Secondary School-Based Practices for Youth with Serious Emotional Disturbance: The High School/High Skill Project

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Beginning Date: 10/01/96
Ending Date: 9/30/00

Purpose: To evaluate the differential effects on adolescents with serious emotional disturbances (SED) of an intervention program consisting of social support, interagency collaboration, competitive work placements, and focused high skill curricular offerings.

Method: The central thesis of this project is that by providing adolescents who have SED with focused, adapted professional technical education (PTE) instruction in high skill level occupations, staff can help them achieve at higher levels than peers not receiving such services. Key components of this service project will include: (a) self-directed transition planning; (b) provision of service management and support; (c) an integrated support system composed of community agencies; (d) competitive work experiences; (e) social support and social skill training offered through direct instruction and peer mentoring; and (f) data collection documenting students' in-project and post-project experiences. The program will develop, evaluate, and implement curricula and instructional preparation in two high skill occupations locally in demand, in conjunction with existing school-to-work and PTE teachers and classes. Students with SED will choose to be in one of three groups: no special services; placement in the current service option for adolescents with SED; and placement in the current service option plus the PTE curriculum areas. Outcome analysis will include exploring possible differential effects of intervention on males versus females.

Products: Field-tested curricula in two different occupational areas will be published for use in the district and for dissemination to other interested parties. A set of procedures will also be published for developing integrated curricula that help students with disabilities acquire solid academic and occupational skills within regular settings. At least three articles will be written and submitted to professional journals, and presentations at national conferences are planned for years 3 and 4. Dissemination plans also include provisions for reaching state agencies, parent organizations, and preservice university programs.

Grant Number: H237H960024

A Model Mentor/Advisor Program Supporting Secondary School Youth with Emotional and Behavioral Challenges and Their Families in Rural Vermont

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Beginning Date: 10/01/96
Ending Date: 9/30/00

Purpose: To design, implement, evaluate, and disseminate a model mentor/advisor program to improve educational outcomes for youth with serious emotional disturbances (SED) or at risk for developing serious emotional disturbances.

Method: The proposed model consists of four closely interrelated components emphasizing student empowerment and promoting positive self-esteem. The model will be implemented initially in one rural Vermont secondary school and will be replicated in a second high school during the final 2 years of the project. Model components include: a mentor/advisor who meets regularly with a small group of 6 to 12 heterogeneously grouped students; a Personal Learning Plan for each student, developed with family and mentor guidance; an annual service learning project to be identified, developed, carried out, and evaluated by the students; and mentor/advisor collaboration to provide continuing support for mentor/advisors and for system change. Project staff will provide extensive technical assistance, training, and on-site support to mentor/advisors, family members, educators, staff from local agencies, and the community as a whole. Measures have been selected to directly assess the impact of the proposed mentor/advisor model components on project participants, with appropriate comparisons to control groups.

Products: The plan for disseminating project findings includes the World Wide Web, electronic mail, a replication manual, presentations, and journal articles designed to reach the widest possible audience.

Grant Number: H237H970016

Cognitive/Behavioral Apprenticeship: Validation of a Coordinated Instruction Program to Improve Educational Outcomes for Adolescents with SED

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Beginning Date: 8/01/97
Ending Date: 7/31/01

Purpose: The purpose of this research project is to conduct a series of interrelated investigations to determine the impact of providing intensive intervention to students with serious emotional disturbance (SED) during their middle or junior high school years through the transition into high school. It will also provide a highly coordi-

nated intervention program that is coordinated across settings, teachers, and instructional interventions so that these students can be integrated into and maintained in the general education setting.

Method: The contention of this project is that all students, especially those with challenging disabilities, can best learn through continuous exposure to adults/peers who provide them with appropriate models in how to learn, how to respond, how to deal with stress and frustration, and how to solve problems. This project will develop an apprenticeship model, including both cognitive- and behavioral-based apprenticeships, to validate the intervention procedures.

Products: Project investigators will conduct a series of interrelated studies concerning each of the target components and develop case and longitudinal studies. Data on a variety of implementation, student outcome, and social validity measures will be collected. Multiple baseline and comparison group designs will be utilized to determine the effects of individual and combined interventions. The results of this project should provide educators with new ways of helping secondary students succeed within the general education curriculum.

Grant Number: H237H970033

Developing Effective Secondary School Based Practices for Use with Serious Emotional Disturbance

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Beginning Date: 10/01/97
Ending Date: 9/30/01

Purpose: The purpose of this model demonstration project is to improve the behavioral and educational outcomes of youth with serious emotional disturbance (SED) and those at risk for developing serious emotional disturbance. The proposed integrated support system model consists of four components centered around the strengths and needs of youth with SED and their families. These components include: interagency participation in strengths-based assessment and planning process; youth and family member participation in an informed-choice, decision making process; coordination of services around the integrated needs of the youth in school and in transitioning successfully to postsecondary and adult community environments after high school; and improvement of learning opportunities and results for youth.

Method: The model will be supported and tested through a "critical friend" framework that will develop a support system of schoolwide and individual student teams. Interagency training and technical assistance will be provided to the teams and the system will be coordinated with other reform and system improvement initiatives and will include documentation, evaluation, and feedback.

Products: The model will be piloted and implemented first in one suburban high school in Honolulu and will then be replicated in two or more other high schools in rural and urban environments during the final two years of the project.

(84.324A)
National Academy of Science Study

Grant Number: H324A980001

Representation of Minority Children in Special Education

Project Director: Wigdor, Alexandra
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Beginning Date: 10/01/98
Ending Date: 9/30/00

Purpose: This project is a comprehensive two-year study of the disproportionate number of students from minority backgrounds in special education programs. First, the study will attempt to analyze the data related to overrepresentation and its causes, asking the question, "why does overrepresentation occur?" The second focus of the study will be on the instructional programming available to special education students, asking the question "why is overrepresentation considered a problem?".

Method: The National Research Council (NRC), through its Division on Education, Labor, and Human Performance in the Commission on Behavioral and Social Sciences and Education, will establish a committee of approximately 10 volunteer experts drawn from such fields as psychology, child development, cognitive science, sociology, anthropology, education, measurement, law, and statistics to undertake a study of the disproportionate placement of minority students in special education programs, with attention to over- and under-representation. The committee will examine developments in law and practice over the past two decades. It will conduct a comprehensive synthesis of recent research literature, examine available and new data, and explore the current policy context with regard to special education placements. In the course of its work, the committee will provide opportunities for interested groups to convey their views and pertinent information. The study committee will be able to provide new insights into the problem of minority overrepresentation and underrepresentation to make recommendations to guide federal and state policy makers.

Products: The primary product of the study will be a report that describes the policy framework for issues of special education placement, analyzes and synthesizes the available research evidence, and presents the committee's findings, conclusions, and recommendations. The NRC will undertake a variety of dissemination activities. The report is likely to be published by the National Academy Press. Committee and staff members will brief officials of the Department of Education on the report as well as interested members of the public.

(84.324B)
Student-Initiated Research Projects

Grant Number: H324B990009

Ecological Variables and Student Outcomes in General Education/Special Education: A Student Initiated Research Project

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Beginning Date: 7/01/99
Ending Date: 6/30/00

Purpose: This research study will examine instructional processes and student outcomes in special education/general education co-teaching for students with learning disabilities. Specifically, it will examine how instructional practices differ between co-teacher, single-teacher, and resource room instruction; the extent to which students' academic engagement changes across the three settings and is normalized; how achievement outcomes differ between students in co-teaching and resource room instruction and the extent to which achievement is normalized; and perceptions of teachers, students, and parents regarding co-teaching and resource room instruction.

Method: A case study with replications approach will be employed in which 10 students with learning disabilities (LD) and 10 average achievers (AA) will be observed on multiple occasions during language arts instruction. Half of the students with LD will be drawn from schools where co-teaching is the primary service model and half will be from schools where co-teaching is not available and all students with LD receive remedial instruction in the resource room. As a comparison, AA students will also be observed during general education instruction and co-teaching in the same classrooms. Instructional variables that have been linked with student outcomes will be examined, including individual and small group instruction, class discussion, time devoted to instructional vs. noninstructional activities, and student academic engagement.

Products: The results of the study will be useful in describing the classroom processes that occur in co-teaching and how they differ from general education and resource room instruction, as well as the processes in co-teaching that are most likely to result in student engagement and achievement. These results can be used to improve co-teaching models and may be helpful in improving instruction in the general education classroom for all learners.

Grant Number: H324B990015

Experimental Analysis of the Effects of Testing Accommodations on Students' Standardized Achievement Test Scores

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Beginning Date: 9/01/99
Ending Date: 8/31/00

Purpose: This investigation focuses on the development, use, and effect of testing accommodations on the scores of students with disabilities on alternate forms of a mathematics test typically used in statewide assessment programs. The major objectives of the investigation are to 1) document the testing accommodations that educators plan to use and actually provide when testing students with disabilities; 2) examine the effect that accommodations have on test results for individual students and groups of students (e.g., students with disabilities and students without disabilities); and 3) document student reactions to testing under accommodated and nonaccommodated testing conditions.

Method: Both descriptive and experimental methods will be used to analyze data on individual students with disabilities who have received testing accommodations. The predominant research design in this investigation is an experimental procedure featuring an alternative treatments design element. Data from all individual experimental cases will be summarized using single-case meta-analysis procedures. The data collection and analysis plan provides for replication of procedures over a 12-month period resulting in a total of 80 third-grade students studied, of which approximately 40 will be students identified with disabilities by the state of Wisconsin criteria. The majority of these students have mild disabilities such as learning disabilities, speech/language disabilities, or mild cognitive disabilities; the remaining 40 students will be nondisabled and are included for comparative interpretation purposes.

Products: The project will advance knowledge about the impact of testing accommodations on achievement test scores and provide insights into the steps needed to enhance participation of all students in statewide assessments.

Grant Number: H324B990016

The Autism Screening Project

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Beginning Date: 9/01/99
Ending Date: 8/31/00

Purpose: This project will continue the development of a screening device to evaluate autistic symptoms in unselected populations of very young children.

Method: The Developmental Checklist is designed to be a simple screen that can be given to all children during their 18-month checkup. The 30-item parent report checklist, easily filled out in a physician's office, consists of items based on features of autism seen in very young children. The project will screen 6,000 children in four states and offer follow-up evaluations to approximately 30 of those children who exhibit critical features on the checklist. Additionally, 500 high-risk children will be screened, and approximately 30 of those children are expected to be offered further evaluation for autism.

Products: Data analysis will identify specific items useful for the detection of early signs of autistic behavior and the number of failed items necessary to require further evaluations, balancing sensitivity and specificity. The project can improve the ability of pediatricians and family practitioners to detect autistic features in very young children. Once the project validates the checklist, it can be offered to doctors for inclusion in standard-practice 18-month checkups, as well as early intervention centers for screening of referred children.

Grant Number: H324B990032

Pharmacopsychosocial Treatment of Selective Mutism: A Single-Case Research Trial

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Beginning Date: 9/01/99
Ending Date: 8/31/00

Purpose: The purpose of this study is to examine the effects of a combined pharmacological and psychosocial (i.e., pharmacopsychosocial) treatment approach to selective mutism (SM). SM is characterized by a child's lack of speech in specific social situations, especially the school setting, where speech is expected. This disorder is rare, and many school mental health professionals are not familiar with its diagnosis and treatment. As a result, children with SM may progress through school without receiving treatment, which may adversely affect their participation in many academic and/or social activities. Many of these children are identified as emotionally disturbed and receive self-contained special education services. Psychosocial interventions have been moderately successful in alleviating the symptoms of SM; however, these interventions typically do not address the high levels of anxiety experienced by children with SM. Pharmacological interventions can decrease anxiety associated; however, the optimum dose and duration of medication treatment is not known. Psychosocial interventions reinforce the gradual attainment of speech and these interventions are suitable adjuncts to pharmacological interventions.

Method: Participants in this study will include: 1) children (N=6) aged 5 to 11 years that meet DSM-IV criteria for SM, 2) parents of children (N=6-12), and 3) the teachers of the children (N=6). A double-blind placebo-controlled trial of sertraline will be used within a multiple-baseline research design and will be augmented by a package of behavioral interventions. The research study will be conducted over 20 weeks, and parents, teachers, and independent observers will complete dependent measures. Data analyses will include visual analysis and nonparametric randomization tests.

Grant Number: H324B990033

Teachers' Referrals and Efficacy with Poor African Americans

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Beginning Date: 9/01/99
Ending Date: 8/31/00

Purpose: Little is known from a sociocultural perspective about the decisions to refer students to special education. This study hypothesizes that the interaction between the characteristics of students (e.g., skill deficiency), and the characteristics of teachers (e.g., poor teaching strategies) influence who gets referred to special education. This study will examine teachers' referral patterns, beliefs, and sense of efficacy regarding poor African American students from urban settings.

Method: The questions that this project will attempt to answer are: 1) is there a relationship between scores on the Teacher Efficacy Scale and the degree to which teachers refer African American students to special education?, and 2) do teachers' preparedness and beliefs influence teacher referral?. The study will identify schools within the Minneapolis public school district where 75% of the student population is receiving free or reduced lunch. This school district has the desired sample population for parents (i.e., adolescent mothers, less educated, and less skilled), students (i.e., low birthweight and limited preliteracy skills), and teachers (i.e., predominantly Anglo, female, and middle class). A questionnaire will be completed by general educators who are currently teaching kindergarten through second grades and who have at least three years teaching experience. The questionnaire will ask for the following teacher information: gender, ethnicity, educational training (i.e., type of degree), course work that prepared them to work with diverse students, and number of years taught. Student archival data (i.e., student records, student demographic information, and referral forms) will also be gathered. The search will span a three-year minimum period of time to investigate the referral patterns of the teacher-participants from a historical perspective. The referral pattern will be established by examining the rate of requests made to the CTARS team (Comprehensive Teaming for At-Risk Students) and the rate of requests made to the special education teacher.

Products: The dissemination of the findings of this study will be crucial to reform. The findings will be submitted for presentations at national conferences and as journal articles. Feedback will be given to study participants by conducting several inservice sessions for teachers. The inservice training will focus on the recommended strategies and training needed to work with students from urban environments.

Grant Number: H324B990034

History Teaching Strategies for Inclusive Inner City Classrooms

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Beginning Date: 8/01/99
Ending Date: 5/30/00

Purpose: This research study will examine the efficacy of teaching American History using the textbook, "Understanding U.S. History," with African American students with low socioeconomic status, with and without mild disabilities in the inner city.

Method: The textbook to be used in the study is a traditional history text that has been specifically designed for students with disabilities and other at-risk learners. Two groups of students will participate in the study: one group will be taught American History using the textbook and enrichment exercises. The other group will be taught using the textbook and its African American supplement. Elements to be studied are: knowledge acquisition, knowledge application, and motivation to study history. The viewpoints of parents of children in the study concerning the importance and presence of African American history and culture in their communities, homes, and schools will be obtained through interviews.

Products: The study intends to help reform current history teaching practices for African American students who are at the bottom of the education system. If cultural relevancy is shown to be a factor in the success of learning history, there are implications for the research of cultural inclusion in history education of other populations who score low on standardized tests. The study results will be disseminated via a report, an inservice presentation, journal articles, and conference presentations.

Grant Number: H324B990040

Peer-Coaching and Self-Monitoring as Interventions for Increasing the Rate of Praise of Teachers of Students with Emotional and Behavioral Disorders, and the Relationship between Teacher Praise and Students' Opportunities to Respond

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Beginning Date: 7/01/99
Ending Date: 6/30/00

Purpose: The purposes of this project are threefold. First, the project will examine the effect of two interventions, self-monitoring and peer-coaching, on the rates of teacher praise in classrooms of students with emotional and behavioral disorders (EBD). Second, the project will examine the effect of increased rates of teacher praise on teacher reprimands and students' opportunities to respond in these classrooms. Third, the project will exam-

ine the rates of teacher praise and students' opportunities to respond to determine the magnitude of the relationship between these two events in classrooms for students with EBD.

Method: The project will use a pre-treatment/post-treatment control group design and a correlational analysis using collected descriptive data. The project will be conducted using 24 teachers of students with EBD in public school settings in the same school district where students are in grades K-8; eight teachers will self-monitor their use of praise using audiotaped samples of instruction, eight teachers will receive peer-coaching on their use of praise from trained paraprofessionals, and eight teachers will serve as the control group. Data will be collected via direct observation and analyzed using parametric statistics.

Products: At the conclusion of this project the following products will be disseminated: 1) a protocol for use by paraprofessionals and teachers for recording praise statements; 2) a feedback script for use by paraprofessionals; and 3) a manuscript outlining the results of the research.

Grant Number: H324B990049

PRISMS: Predictive Research into Statewide Measurement Systems

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Beginning Date: 10/01/99
Ending Date: 9/30/00

Purpose: The purpose of this student-initiated research grant is to validate the use of measurement systems in writing that will result in accurate and meaningful scores for students with disabilities. This research is critical in light of three educational developments: 1) reauthorization of the Individuals with Disabilities Education Act requiring the inclusion of students with disabilities in local and statewide testing; 2) implementation of large-scale assessments in virtually every state in the nation; and 3) absence of statewide writing assessments that result in useful and meaningful scores for students with disabilities.

Method: This study will attempt to validate the use of curriculum-based measurement as an alternative measurement system in writing that is both reliable and sensitive. This research will explore the validity of curriculum-based measures (CBM) in writing in three contexts: 1) as a marker variable, to predict students' future performance on statewide assessments; 2) at the classroom-level, in relation to instructional decision-making; and 3) as a communication tool, to provide parents and students meaningful information related to student progress in writing. In order to validate the use of CBM in writing, the project staff will conduct correlational, observational, and qualitative analyses. The research project will take place in three school districts located in western Oregon. About 125 students from a total of eight elementary schools will participate, representing a diverse population. Three classrooms of fifth-grade students will be recruited for participation in the project, totaling approximately 60 general education students. The study will also involve 60 fifth-grade students with disabilities, sampled from the eight elementary schools (averaging seven students per school). The unit of measurement will be a five-minute sample of student writing that is scored in quantitative ways. The project staff will use three CBM indices to score each student's writing. These scores will be compared to the Written Expression subtest of the Oregon Statewide Assessment (OSA).

Products: This project will contribute to the growing field of assessment research exploring the use of alternative, validated measurement systems that accurately sample the behavior and skills of students.

Grant Number: H324B990058

A Survey of Parents and Teachers of Students in Secondary Special Education Regarding Parents' Needs in Areas of Transition and Self-Determination

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Beginning Date: 9/01/99
Ending Date: 8/31/00

Purpose: This project will document the differences in parents' and teachers' perceptions of what parents of students in secondary special education need and value in their child's education regarding the domains of transition and self-determination. The overall goal is to assess how accurately teachers' perceptions of parents' needs concur with parents' expressed needs.

Method: Data in the study will be collected through the development and administration of a survey to parents and teachers of students in secondary special education in three local school systems in Maryland. A total of 1200 parents of students ages 16-21 who have either high- or low-incidence disabilities and are receiving special education services will be randomly selected. A total of 600 teachers who provide services to students in the above category will be randomly selected from the same three local school systems.

Products: This study will provide a means to examine teachers' levels of understanding of parents' needs and values in secondary special education. Results of the study will be disseminated at the local and state levels via presentations and inservices, at regional conferences, and through articles.

Grant Number: H324B990067

Positive and Culturally Relevant Behavioral Support Programming for Middle School Students with Emotional/Behavioral Disorders

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Beginning Date: 8/05/99
Ending Date: 8/04/00

Purpose: This research project will evaluate the effectiveness of a culturally relevant positive behavioral support (PBS) model with 10 students who have emotional/behavioral disorders (EBD). Ten cooperating teachers will receive training in the PBS model with specific sessions designed for culturally relevant interventions and procedures. The teachers will apply the knowledge gained from the inservice phase with a student with EBD at their respective schools.

Method: Each teacher will implement six positive behavior support steps, including functional assessment of the problem behavior, collection of baseline data, development of hypotheses regarding environmental influences on

problem behavior, development and validation of multi-component interventions based on the assessment data, implementation of interventions, and collection of follow-up and social validation data. A multiple baseline design, replicated 10 times, will be used to evaluate student change. Teacher change will also be evaluated; specifically, the following factors will be evaluated prior to inservice training, after the training, and after the implementation: the number and quality of interactions with parents; comprehension of basic principles of positive behavior support; and competency in cultural awareness, knowledge, and skills.

Products: Dissemination activities will be conducted locally and nationally, and will utilize both traditional strategies and technological strategies. Findings will be presented at a national conference, manuscripts will be submitted for journal publication, and a Website will be set up.

Grant Number: H324B990069

Fifteen Years Later: An Investigation of the Long-Term Outcomes of Augmentative and Alternative Communication Interventions

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Beginning Date: 8/01/99
Ending Date: 7/31/00

Purpose: This project has four objectives: 1) to evaluate the communication skills and interaction patterns of a group of students (age 19-21 years) who have used augmentative and alternative communication (AAC) systems since preschool; 2) to compare the students' current communication skills to their skills as preschoolers; 3) to gather benchmark outcome data in the following additional domains: quality of life, self-determination, functional communication, consumer satisfaction, and academic/vocational achievement; and 4) to identify possible factors that contributed to these outcomes.

Method: The eight participants will: 1) have congenital physical disabilities and no diagnosed cognitive handicap; 2) have receptive language skills within normal limits; 3) be nonspeaking (i.e., have speech inadequate to meet their daily communication needs; 4) use an AAC system; 5) have hearing within normal limits; and 6) have vision or corrected vision within normal limits. The participants previously participated in another research study evaluating communicative interaction when they were preschoolers. The previous study provided detailed information describing the interaction patterns of these students as preschoolers with their primary caregivers. Comparing current data with data from the previous study will allow the project staff to demonstrate the changes that have occurred after 15 years of AAC use. The participants' communication skills and interaction patterns will be evaluated by analyzing conversational samples with three different partners: 1) the primary caregiver who participated in the original study; 2) a familiar, similar age peer (e.g., friend or sibling); and 3) an unfamiliar adult partner (i.e., the student investigator). The participants and each partner will be videotaped during naturally occurring situations. A twenty-minute conversational sample will be collected with each partner. In order to ensure validity of the sample, the participants will be asked to determine if the sample collected is representative of a typical daily interaction. The videotaped interactions will be transcribed in their entirety including documentation of vocalizations or speech, eye pointing, facial expression, gestures, actions, and communication system output. Frequency counts and proportional distributions will be calculated for both partners for each coding variable. A three-tiered method of data analysis will be used to evaluate the data: molar (group) level of analysis, intermediate level of analysis, and molecular (individual) level of analysis.

Products: This project will provide greatly needed information on the long-term outcomes of AAC interventions and understanding of how AAC impacts the lives of students with severe communication disabilities.

Grant Number: H324B990070

Exemplary Practices in Writing Instruction for Young Children Who Use Augmentative and Alternative Communication

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Beginning Date: 8/01/99
Ending Date: 7/31/00

Purpose: Given the need for empirically validated writing instruction programs and the need for resources for parents and educators to support the development of writing skills, the two primary objectives of this study are: 1) to develop, implement, and evaluate a classroom-based writing instruction program for children with severe physical and communication disabilities who use augmentative and alternative communication (AAC), and 2) to disseminate the results of the project to families of children who use AAC, educators, and related professionals.

Method: A single subject multiple baseline across subjects research design will be used, involving six children who use AAC. The independent variable is the writing instruction program (i.e., the use of the writing workshop, combined with direct instruction on phonemic awareness and letter-sound knowledge). The dependent variables include measures of phonemic awareness, letter-sound knowledge, and writing fluency (i.e., number of words, number of different words, correct word sequences, and correct letter sequences). Descriptive data of the children's invented spellings will also be collected. The study will involve three phases: baseline, treatment, and maintenance/generalization. Repeated measures collected throughout each of the phases will provide important information on the learning process for each subject. The six children invited to participate in the writing instruction program will meet the following selection criteria: 1) be between the ages of five and ten; 2) have cerebral palsy; 3) have a severe speech impairment (i.e., less than 30% intelligibility, as judged by unfamiliar listeners); 4) have hearing and vision (with and without correction) within normal limits; 5) use a computer-based voice output AAC system; 6) be classified as a novice reader (i.e., individuals who are learning that printed text conveys information, are beginning to attend to words and letters in text, but recognize fewer than 25 printed words); 7) know the names of at least 80% of the letters in the alphabet; 8) follow two-step commands with at least 80% accuracy; and 9) have consent from parents and guardians to participate in the project. The subjects will be recruited from schools in the central Pennsylvania area. A certified speech-language pathologist and an educator will assess the students to determine if they meet the subject selection criteria.

Products: Results of the study will be disseminated to a wide range of targeted audiences, including: parents of children who use AAC, individuals who use AAC, educators, related professionals, and researchers, through articles published in journals; presentations at state and national conferences; articles in parent, consumer, and professional newsletters; an accessible site on the World Wide Web; instructional modules for educators; resource materials for parents to improve writing experiences at home; and direct mailings of resource materials to parents, consumers, educators, and related professionals. Upon request, information will be made available in a variety of alternate formats to accommodate individuals with disabilities or different linguistic backgrounds (e.g., large print, computer disk, audiotape, translations).

(84.324F)
National Academy of Science
Autism Study Workshops

Grant Number: H324F980001

Workshop Series: Educational Interventions for Autistic Children

Project Director: Wigdor, Alexandra
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Beginning Date: 10/01/98
Ending Date: 9/30/00

Purpose: The National Research Council will examine research and practice in the education of children with autism, birth to age eight, in a series of workshops involving researchers, educators, school administrators, specialists in autism, developmental psychologists, and policy experts in a sustained discussion of issues surrounding various interventions and settings.

Method: The two planned workshops will be framed around such issues as early intervention, diagnosis and classification, educational rights of autistic children, untested educational approaches, mainstreaming, and assistive technology.

Products: The workshops will generate discussion of the current state of knowledge, pressing questions of policy, and the most compelling research needs, all of which can be disseminated as reports and commissioned papers from participants.

(84.324G)
Integrating the Science of Early Childhood Development

Grant Number: H324G990001

Integrating the Science of Early Childhood Development

Project Director: LaPlante, Rebecca
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Beginning Date: 8/01/99
Ending Date: 7/31/01

Purpose: This project consists of a series of interagency study workshops that will define the scientific knowledge base for child development in the infant, toddler, and preschool years. It will delineate the implications for public education focused on parenting and family support and develop an integrated research agenda to advance the science of early intervention and the applied science of healthy development for all young children.

Method: To conduct this study, the National Research Council has formed a committee, titled the Committee on Integrating the Science of Early Childhood Development. The committee is composed of members who represent a range of relevant fields of expertise, including developmental psychology, psycholinguistics, neurobiology, early childhood and special education, pediatrics, child psychiatry, child care, public health, and family systems. A special effort has been made to include experts familiar with different ethnic and racial groups. The study committee will meet six times during the 24-month study period. Two two-day workshops are being organized to facilitate the committee's work. The first workshop, "The Basic Science of Early Childhood Development," will bring together distinguished scholars from the biological, medical, and social sciences to focus on the frontiers of each discipline and the basis for cross-disciplinary integration of existing knowledge. The second workshop, "The Science of Early Childhood Intervention," will examine the implications of research on early childhood interventions for parents, pediatricians, early care providers, and others with responsibility for facilitating varying aspects of early childhood development. This workshop will be organized around commissioned papers/presentations by researcher-practitioner pairs.

Products: The study will publish reports that will serve as the next steps in research on early childhood development and will be directed to a wide-ranging audience, including researchers; federal, state, and local agencies that oversee early childhood services; early childhood professionals; and families.

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(84.324H)
National Center on Accessing the General Curriculum

Grant Number: H324H990004

National Center on Accessing the General Curriculum

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Beginning Date: 12/01/99
Ending Date: 11/30/04

Purpose: The purpose of the National Center on Accessing the General Curriculum is to confront significant challenges children with disabilities face daily, such as curricula with inherit barriers to their learning, teachers who lack strategies for helping them overcome the barriers, policies that inadvertently provide disincentives for finding truly viable solutions, and a general population that sees their interests as being in conflict with those of regular education students.

Method: To meet these challenges, this project will create an organization of partners connected to each other and to an extensive network of consumers and stakeholders by modern tools and common concerns. The partners in the IDEA Network are as follows: Harvard Children's Initiative/Harvard Law School, for its expertise in policy analysis and development; Boston College Department of Teacher Education, Special Education, Curriculum and Instruction for its expertise in integrating best practices in regular and special education; Center for Applied Special Technology (CAST) for its expertise in curricular adaptation and universal design for learning; and the Council for Exceptional Children for its expertise in supporting professionals, parents, and children with disabilities. Using a World Wide Web-based network infrastructure, the partners will jointly develop an inclusive community of educators—linked with parents, students, and advocates—all contributing to, and benefiting from, a continuous growing, universally designed database of ideas, information, models, and strategies for optimizing access to the general curriculum.

Products: The World Wide Web-based infrastructure for this IDEA Network—called the centerNET—will serve both as the means of the Network's operation and eventually as its content.

(84.324J)
Center for Students with Disabilities Involved with and At Risk of Involvement with the Juvenile Justice System

Grant Number: H324J990003

National Center on Education, Disability, and Juvenile Justice

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Beginning Date: 9/01/99
Ending Date: 8/31/04

Purpose: The National Center on Education, Disability, and Juvenile Justice (NCEDJJ) is a collaborative research, training, technical assistance, and dissemination program designed to understand and develop more effective responses to the needs of youth with disabilities in the juvenile justice system or those who are at risk for involvement with the system.

Method: A collaborative effort involving faculty and staff from various educational institutions and agencies, the NCEDJJ has a team of advocates, practitioners, and scholars who will work as resource fellows and consultants. The research, training, and technical assistance activities of the NCEDJJ will involve school and community-based prevention activities, education programs in juvenile correction settings, and transition activities as youth leave juvenile corrections and reenter their communities.

Products: During the five years of the grant, the NCEDJJ will provide eight regional forums, three "training of trainers" workshops, a national teleconference, a national forum, and at least ten presentations at national, regional, and local meetings. Through its meetings and presentations, technical assistance, research and evaluation activities, and publication and dissemination, the Center will work to change the perceptions and understanding about youth with disabilities in communities and in the juvenile justice system. Through its network of practitioners, administrators, and policy makers, the NCEDJJ will help shape more effective and appropriate responses and accommodations for youth with disabilities.

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(84.324L)
Research and Training Center in Service Coordination for Part C of IDEA

Grant Number: H324L990002

Research and Training Center in Service Coordination

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Beginning Date: 12/01/99
Ending Date: 11/30/04

Purpose: This center will use both quantitative and qualitative methods to conduct a series of descriptive and intervention (experimental) studies that lead to the development of promising practices in the provision of effective service coordination to enhance the implementation of Part C of the Individuals with Disabilities Education Act (IDEA).

Method: The center is a partnership of three primary agencies: University of Connecticut Health Center; University of North Carolina, Chapel Hill; and the Federation of Children with Special Needs. There will be three strands of activities for the center: families, service providers, and system administration. The interrelated strands are separate components and formulate the six objectives of this program: 1) describe current models of service coordination across the nation; 2) identify the outcomes of effective service coordination; 3) describe recommended practices in effective service coordination; 4) measure effective and accessible service coordination through the use of new methodology and use of existing tools; 5) validate components and practices needed for effective service coordination; and 6) disseminate information about the center's activities and products. The center will utilize both national samples and state-specific sites in order to meet these objectives. The groups studied will differ according to the following characteristics: 1) geographic location throughout the United States; 2) place of family residence (urban, suburban, rural); 3) family socioeconomic background; 4) family structure; 5) family cultural backgrounds and ethnicity; 6) child disability and severity of developmental delay; and 7) state system.

Products: Administrators and policy makers will receive detailed information through the project's development of service coordination typologies to guide revision of their selected service coordination model (if warranted), their personnel policies (credentialing and personnel development plans), and their approach to funding. Federal policy makers and state legislators will be able to use the information in the following ways: 1) to identify policy barriers at the federal level and strategies to address those barriers; 2) to identify needed policy changes; and 3) to identify areas that need additional scrutiny. The project will assist participants to develop their skills through the creation of learning communities which will be useful for preservice and inservice training as determined through State Comprehensive Systems of Personnel Development (CSPD). Through this project's effort, personnel developers will be able to develop training programs designed to individualize training. The center's data will be used to assist personnel developers in identifying successful strategies to use with individuals with diverse skill profiles.

. (84.324M) Model Demonstration Projects for Children with Disabilities

Grant Number: H324M980014

Assistive Technology Training ONLINE Project

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Beginning Date: 9/30/98
Ending Date: 8/31/02

Purpose: This project will develop, implement, evaluate, and disseminate a model program that will address the diverse, multilevel needs for assistive technology (AT) training, by exploring the potential of World Wide Web-based instruction to create virtual workshops. The training model will focus on the use of adapted computer technology to facilitate the educational process and inclusion strategies for students with disabilities in inclusive elementary (K-5) classrooms. By combining proven training materials with the interactive and interconnective properties of the Internet, the project staff will address the deficiencies associated with traditional AT training workshops and improve training access and application.

Method: This project addresses four objectives focusing on curriculum development activities and examination of the model's impact on members of individualized education program (IEP) teams, families, and student outcomes. Project objectives will be supported by the participation of national AT experts as well as input from members of IEP teams, including parents, from four local school districts. With this emphasis on the use of assistive technology to support student educational performance in inclusive elementary education environments, the Assistive Training ONLINE Project can make a difference for students with disabilities, their families, other IEP team members, and paraprofessionals across the nation.

Products: By the end of Year 4, a comprehensive set of training materials will be developed, implemented, and evaluated as to their quality and appropriateness. Upon final revision, the training materials will be made available in other formats for wider distribution and use. The project will have a CD-ROM and/or DVD version available as well as paper copies with slide and video illustrations. Project activities as well as applications and strategies found to be most effective in using adapted computer strategies to promote the inclusion of elementary students with disabilities will be disseminated through the World Wide Web site and documented in written reports. Articles describing the project and trainee and student outcomes will be submitted to family and professional journals and magazines. Findings of the project will also be disseminated through presentations at state and national conferences.

Grant Number: H324M980031

Supporting Children with Autism in Natural Settings

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: Supporting Children with Autism in Natural Settings (SCANS) is designed to provide the field with a measurable and replicable model to increase the capacity of school districts to effectively educate students with autism in typical educational environments, using the practices consistent with the unique needs of these students.

Method: The model components of the project that will be field-tested in six schools are the following: 1) the development of an intensive, interdisciplinary assessment of children with autism to evaluate communication, cognitive style, social skills, behavior, sensorimotor issues, and family priorities; the assessment will result in an individualized education program; 2) provision of competency-based state-of-the-art training for school personnel, families, and community support providers that reflects information gained from student assessments and needs assessments completed by schools and families; 3) high quality, on-going technical assistance to schools to develop capacity and facilitate the effective implementation of new knowledge and skills; and 4) a model of family support and collaboration that involves families as partners in all aspects of assessment and training.

Products: An intensive, interdisciplinary, week-long Summer Institute on Autism will be developed with national experts modeling an integrated, instructional approach. A monograph and video of instructional strategies for educating students with autism in typical classrooms, two book chapters, a refereed journal article, and a video that depicts and describes the successful implementation of the model components will be produced and disseminated.

Grant Number: H324M980032

Bringing It All Back Home: Family-Driven Assessment and Intervention for Children Who Are Deaf-Blind

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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: This project will build on existing research and demonstration efforts to develop a family-driven approach to assessment, intervention, and transition that will empower families to recognize the competencies of their own children and to structure naturally occurring home-based and community-based activities to promote skill development on the part of their children who are deaf-blind.

Method: This project, which targets children aged three to twelve years who are deaf-blind, will involve parents as partners in model and product development and in field testing efforts. The project staff have developed

assessment instruments designed for parents to administer in the home to assess cognitive development and communicative development. These instruments will form the foundation for an approach that will involve parents as the repository of knowledge about their children's skills, their needs, and the daily activities in which new skills may be developed. Ultimately, the project will produce a set of materials designed by and for parents to evaluate their children, to establish intervention priorities for home and community, to advocate for appropriate intervention at school, and to ensure successful transitions from one school or classroom to another in the first few years of school.

Products: Final products will include packets of printed materials related to assessment, intervention, and transition as well as a 15-minute videotape illustrating exemplary home-based interventions. Each product will be evaluated by parent consultants, field test families, and advisory board members using satisfaction/utility scales to be developed by project staff. Final products will be submitted to commercial publishers for possible publication.

Grant Number: H324M980053

Demonstrating Success: Students with Disabilities in Secondary Education

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: The purpose of this project is to demonstrate the effectiveness of a model based on an outcome-oriented framework with an innovative planning component. The planning component includes a customized case management system with an electronic version of an Individualized Education Program (IEP) that will facilitate student involvement in general education.

Method: The model offers an efficient way to support students as they lead their IEP process, to show students the relevance of school to their goals and post-school outcomes, to demonstrate that students can achieve their goals and obtain high standards through access to the general education curriculum, to facilitate collaboration among general and special educators in the planning and implementation of student-led IEPs, to encourage the use of instructional practices associated with desired outcomes across five domains, and to measure progress toward student goals.

Products: The project will develop, field test, and evaluate an instructional inservice training package designed to assist local teams with model implementation. In addition to the project's dissemination of materials such as flyers, newsletters, and reports, the project will use the network of collaborators within technical assistance centers to disseminate findings through their dissemination and technical assistance approaches.

Grant Number: H324M980060

Enhancing Peer Relationships in Natural Environments in Urban Communities (Early Intervention and Early Childhood)

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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: The purpose of this demonstration project is to increase access to activities in natural environments in the community for children age birth to three who are receiving early intervention because they have developmental delays or are at risk for a disability. The Individual Family Service Plan (IFSP) process will be used to both embed a social competence curriculum and to identify community activities for learning about peer relationships. The curriculum is designed to be implemented in natural environments including the home, to ensure family participation, and community settings in which typical children participate. The quality and effectiveness of early intervention will be enhanced through the IFSP process and the social competence curriculum framework, which will focus on facilitating peer relationships.

Method: A community mapping process will be used to identify and expand the type and number of activities and settings available for participation by infants and toddlers with disabilities and their families. Training on project content and methodology (curriculum and home and community activities) will be provided to families, early interventionists, and community program staff. Additionally, policies will be developed to guide the use and effectiveness of natural environments in early intervention in collaboration with the statewide Part C system and the Interagency Coordinating Council. An added focus of this project will be the challenge of identifying, expanding, and evaluating natural environments in urban communities: Hartford, Connecticut, for the first two years and two additional Connecticut urban communities, with Latino populations in the majority, during the last two years. Project staff will include a bilingual parent of a child with disabilities. A multidimensional evaluation plan will measure project effects on children, families, service providers, programs (including cost), and communities.

Products: A total of 180 children and families will be served through the project. Dissemination of project findings will occur through statewide meetings, national presentations, written and electronic program descriptions, training materials and policy alerts, articles in peer reviewed journals, and chapters in books. These materials and activities will be audience specific (e.g. parents, service providers, administrator, etc.).

Grant Number: H324M980072

Parent Leadership Development Project

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This project builds on a growing body of research documenting the efficacy of involving parents and other family members in all aspects of planning, delivering, and evaluating early education and intervention services. Developing strong parent-professional alliances is a critical first step in improving the quality and cultural responsiveness of services to children and families. The project will recruit 72 parents and other family members interested in developing or improving partnerships with professionals and offer them intensive training and follow-up activities designed to develop their leadership skills. The project will then link this cadre of parent leaders to institutions of higher learning and organizations and agencies providing early education, early intervention, and family support services.

Method: Participants will represent diversity along dimensions of culture, language, family constellations (single parents, teenage parents, foster parents, grandparents, etc.), and socioeconomic resources. Key features of this model include: 1) a series of leadership retreats for parents focusing on information about early care and intervention systems and portfolio development to increase parent leadership skills; 2) follow-up activities with parents as they implement action plans to expand their partnerships with professionals and develop individual portfolios; and 3) linking parent leaders to agencies and organizations providing early education and intervention services or conducting professional training activities.

Products: This project will make a significant contribution to the field by conducting a systematic assessment among an array of human services organizations regarding their needs for parent representation and participation, and by documenting outcomes related to parent leadership training. The model will be replicated by local programs across the nation with similar needs for parents to serve as advisors, mentors, presenters, evaluators, board and task force members, advocates, and partners in policy development. A "Parent Leadership Directory," a "Facilitator's Guide to Parent Leadership Development," and a videotape about parent leadership roles will be produced. A comprehensive program evaluation and dissemination of findings to a wide audience will also result.

Grant Number: H324M980074

Building Communication Links for Infants/Toddlers with or at Risk for Disabilities

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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: The purpose of this project is to improve social-communicative outcomes for infants/toddlers with risk factors for severe communication delays, through early identification of infants/toddlers (6-36 months) at risk

for severe communication delay and through the development, evaluation, and dissemination of cost-effective instructional tools to enhance critical early social interactions between the child and the caregiver. A preventive approach will respond to the increased incidence of young children at risk for disorders involving severe communication delays, including pervasive developmental disorders and emotional/behavioral disorders.

Method: The project's objective will be accomplished collaboratively with key service providers and parents through development of awareness materials, implementation of a screening process, and design of a unique set of accessible observation and teaching strategies. Activities will include work with field test sites to develop training videos (introductory levels for children at risk and a second level with extensive assessment/programming strategies for infants with identified delays) plus on-line training materials. A cadre of locally based trainers will be developed in Early Head Start and Early Intervention programs to disseminate materials and train other providers.

Products: Project results will include improved social/communicative outcomes for infants and toddlers (birth to three) who are experiencing or are at risk for disabilities that result in severe communication delays through early identification and intervention. Another outcome is increased parent and professional access to promising practices. Products will include awareness materials, observation and teaching strategies, and training materials to implement the strategies. Dissemination activities will involve the following: 1) presentations will be made at national professional conferences and state and regional conferences; 2) a project World Wide Web home page will be maintained and updated on a monthly basis to allow for ongoing dissemination to a broad audience including parents and paraprofessionals; and 3) the project staff will submit at least two articles on the results of the project to a major journal in early childhood special education and a parent journal.

Grant Number: H324M980076

Comprehensive Functional Assessment for Schools

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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: This project will elaborate, evaluate, and disseminate a model for conducting functional assessment that will bring this powerful technology to the hands of school personnel. During the past 15 years, an effective technology of functional assessment has been developed, but the majority of the procedures have been designed for use by highly trained behavior analysts with individuals who have the most extreme levels of problem behavior. A critical need exists to: 1) develop functional assessment tools that can be used by typical school personnel, 2) include students and their families more directly in the assessment process, and 3) link the information from a functional assessment to the design of effective behavior support.

Method: The Comprehensive Functional Assessment project will meet its goals by combining the expertise of personnel who have direct experience designing functional assessment procedures with the active collaboration of school personnel involved in the design of behavior support. The project is the product of collaboration with families and school personnel, and will address five central objectives: 1) develop a functional assessment model for use in elementary and middle schools; 2) implement the model in 20 schools (10 elementary, 10 middle); 3) evaluate the implementation, impact, and validity of the model; 4) develop and disseminate materials for broad replication of the model; and 5) manage and evaluate the project.

Products: The Comprehensive Functional Assessment project will involve five primary dissemination strategies at the local, regional, and national levels: 1) reliance on dissemination mechanisms, such as professional journals, conference presentations, World Wide Web pages, and inservice workshops; 2) use of College of Education editorial and publication services to produce research reports, monographs, and training materials; 3) linkage with the Oregon's Student Services Division in the state Department of Education, local school districts, and families; 4) professional relationships with other community, research, and training groups; and 5) inservice and preservice preparation of educators who design and implement behavior supports for students with problem behavior.

Grant Number: H324M980088

Project ACT: Achieving Change Together to Support Students with Severe Disabilities in General Education Classes

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Beginning Date: 9/01/98
Ending Date: 8/31/02

Purpose: Project ACT will develop and validate a building-level planning model for establishing and expanding inclusive educational opportunities for students with severe disabilities. The model is designed to empower parents and professionals to restructure existing staff and fiscal resources to serve students with severe disabilities in general education classes.

Method: A building-level planning team will design, coordinate, monitor, and evaluate system change efforts, taking into account the culture of the school, the strengths and weaknesses of the faculty, and the individual needs of students. The initial field-test of the model will be conducted in the first and second years of the project at one rural and one urban school district cohort, each composed of two elementary schools, one middle school, and one high school. During the last two years of the project, the planning model will be replicated in one rural and one urban school district cohort.

Products: Project ACT will support building-level planning teams through the development of a planning guide and other materials, training, and on-site technical assistance throughout Utah and nationally. The planning model will impact the educational achievement of students with severe disabilities as well as students without disabilities, the parents, teachers, and administrators of students with disabilities, and the costs of educational programs for these students.

Grant Number: H324M980091

Post Secondary Options for Students with Disabilities

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: The Institute for Community Inclusion and the Federation for Children with Special Needs will work collaboratively with five school districts and five community colleges statewide to develop typical postsecondary options for their youth with disabilities, ages 17 to 22, to develop postsecondary options that enable students with signficant disabilities to share adult options with their nondisabled peers.

Method: The project will directly link with the school-to-work partnerships in each of the five demonstration sites and will utilize promising practices from the field, such as integrated technology, differentiated instruction, project-based instruction, and cooperative learning. The model will employ peer mentoring and student-initiated learning experiences and will build a learning community intended to work with and complement the range of choices that colleges offer.

Products: The project will assist 25 students with severe disabilities to choose, enter, and successfully complete community college. It will train a minimum of 500 family members statewide on the types and importance of age-appropriate options for postsecondary students with disabilities. Five model demonstration sites will be developed to build partnerships between five community colleges and five local school districts so that students with severe disabilities are better prepared for postsecondary education. A postsecondary school network will be formed, composed of practitioners, parents, college personnel, and representatives from relevant agencies and service delivery systems. A model demonstration will be developed and disseminated statewide and nationally.

Grant Number: H324M980096

A School-Based, Family-Focused Interagency Program to Serve Young Children At-Risk for Emotional and Behavioral Disorders

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Beginning Date: 1/01/99
Ending Date: 12/31/02

Purpose: This project is a school-based, family-centered interagency-services approach to early intervention that emphasizes effective collaboration. This collaboration will be implemented at the school level through teacher assistance teams, service coordinators, interagency family planning teams, and unified service plans.

Method: The focal point of all the service efforts will be the inclusion of the family to help achieve successful school and life options for young children at risk for or with emotional disorders. Parallel to these services, the school will place at-risk children in educational settings where instruction will be based on effective instructional practices and involve these children with appropriate peers.

Products: After the model is evaluated for effectiveness, training materials will be made available to national organizations and information clearinghouses.

Grant Number: H324M980108

A Developmentally Based Preventive Reading Intervention for Children Placed at Risk for Reading Disabilities

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Beginning Date: 1/01/99
Ending Date: 12/31/02

Purpose: This project evaluates the effectiveness of a theoretically motivated preventive treatment for children identified as at risk for reading disabilities. The treatment is based on evidence that reading disabilities are primarily due to two core linguistic deficits (phonological awareness and retrieval/access speed) and a more general metacognitive control problem.

Method: The project will target children in kindergarten, first, and second grades who are at risk for developing reading disabilities. It will use a modified cross-sequential design to evaluate the timing and developmental appropriateness of early intervention and the amount of instructional time required for such interventions to be the most effective. This design also allows for the evaluation of the program's impact on both early developing reading skills and the development of reading fluency and beginning reading comprehension skills, along with other developmentally related language and cognitive skills.

Products: The information gathered by this project will expand research-based knowledge and strategies that will promote excellence in reading education for children identified as at risk of educational failure due to reading disabilities. The study will also describe the perceptions of teachers, parents, and students toward the program; if these perceptions are positive, improved reading performances of the students involved should follow. The project will analyze general education teachers' effectiveness in delivering a preventive reading intervention to children identified as at risk for reading disabilities.

Grant Number: H324M980109

Personal Accommodations Model: Accommodating Students with Disabilities in Postsecondary Settings

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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: This project uses a personal accommodations model (PAM) to help provide access to and success within postsecondary school situations for students with disabilities. The model uses a learner-based approach to

address barriers associated with the recruitment, enrollment, advisement, and instruction of students, where accommodations are matched to learners' needs, strengths, and goals, not to their disability.

Method: Staff and students from community college and vocational school settings in three states will participate in the project. The project will develop collaborative relationships with stakeholders, develop the PAM to include nine colleges, and field test and revise the model with the nine new sites. The model will be developed so that it can be replicated in other settings (e.g., four-year colleges and universities, adult education programs, and literacy programs).

Products: Among the PAM products are a policy handbook for staff regarding legal rights and responsibilities of both students and the institution; a staff handbook on procedures, materials, and resources that will guide the accommodation of students; a student handbook on their rights, responsibilities, and on using accommodations to reach their goals; and staff development materials and resources that support replication of the PAM in other postsecondary settings.

Grant Number: H324M980126

Movement to Postsecondary Settings: A Model Program for Secondary Students with Learning Disabilities

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Beginning Date: 9/01/98
Ending Date: 8/31/02

Purpose: This demonstration project links together state of the art instructional practice at the secondary level along with improved career development and job training strategies. It proposes to improve linkages and coordination strategies among Kent State University, local education agencies, and joint vocational schools.

Method: The project will: develop and implement training of 90 high school teachers and postsecondary faculty in content enhancement strategies and life-centered education; develop and implement a transition/futures planning program for 90 students which emphasizes student and family involvement and a summer prep and academic year cooperative program that will provide postsecondary experiences; and develop, evaluate, and replicate the model, materials, manuals, and articles, by disseminating information on training methods and program features.

Products: This project will have a direct effect on transition services in Stark County, Ohio. The secondary and postsecondary institutions involved in the project will become more effective in meeting the needs of students with learning disabilities and better able to use transition planning and career awareness activities to foster improved outcomes in employment and career choice for these students. By developing the collaborative enrichment program, education programs will increase their capacity to develop and deliver appropriate secondary and postsecondary educational and vocational services.

Grant Number: H324M980127

Accelerating Children's Competence in Early Reading and Literacy - Schoolwide Project (ACCEL-S)

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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: This project will develop, implement, and evaluate the effects of customized, school-wide intervention models on the reading achievement of students with learning disabilities in grades K-3 over a four-year period.

Method: The ACCEL-S (Accelerating Children's Competence in Early Reading and Literacy — Schoolwide) model recognizes the multiple contexts that influence learning and the necessary "fit" of each to the whole of reading achievement of the school. Four schools with high percentages of students receiving special education services will be involved in the project to address contextualized service delivery issues. In the first year, the schools will design and implement customized intervention models for kindergarten, and each subsequent year, a new grade will be added, culminating in a comprehensive K-3 model that will allow for an intensive longitudinal study. Over the four years, 64 teachers, 192 students with learning disabilities, and 128 average achieving students will participate in the program.

Products: Reading achievement will be measured longitudinally using various measures and the project will analyze corollary measures of teacher satisfaction and efficacy, family satisfaction and literacy priorities, school outcomes, and model costs to provide profiles of the efficacy of the multiple models. For replication and application of valid models, detailed procedures and materials will be produced and disseminated, including videotaped classroom applications of strategies, procedural manuals, and technical reports.

Grant Number: H324M980132

ECCSPLORe-IT

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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: The major goal of the Early Childhood Curriculum Support Predicting, Listening, Observing, and Recording—Integrating Technology (ECCSPLORe-IT) project is to develop, test, and disseminate a replicable math, science, and social studies curriculum that integrates technology. The target population is three to eight year old children with mild to severe disabilities, their families, and program staff. Based on the importance that technology applications have in addressing the educational needs of young children with disabilities and their families, the model will incorporate a wide range of interactive multimedia software applications along with off-computer materials and activities targeting science, math, and social studies concepts and skills young children

need to acquire. Creating opportunities to use and to produce interactive software that emphasizes acquisition of rich conceptual knowledge of math, science, and social studies is a major focus of the model.

Method: This project is collaborative among four entities: Macomb Projects at Western Illinois University, and early childhood special education classrooms in Macomb, Beardstown, and Rushville, Illinois. During the first year, the demonstration site will be in Macomb, followed in the second year by Beardstown and the third by Rushville. Demonstration site personnel will receive training on technology applications centering on math, science, and social studies skills and use of adaptive peripheral devices during two 2 1/2-day workshops. Additional training, support, and technical assistance will be provided by phone, a World Wide Web site, and in person. Curriculum activities will be demonstrated by project staff during weekly visits made to each demonstration site in the site's first year of participation. Later, project staff will observe site staff implementing the model and assuming increasing responsibility for model activities. Classroom activities will be videotaped for content analysis. Immediate feedback will occur, along with scheduled data collection in the form of children's portfolios, developmental checklists, staff competencies, site satisfaction, family satisfaction evaluation, and other measures. Some activities will involve "Logo," a computer language that targets problem solving skills. A variety of innovative instructional strategies will be provided to families and staff at demonstration sites. The project's "Family to School Connection" activities will serve as a bridge between home and school.

Products: The anticipated number to benefit from this project is 320, including 159 children, 151 families, and 10 staff. Information about the model will be disseminated through staff development workshops, presentations at state and national conferences, journal articles, an interactive satellite broadcast, information posted to the Macomb projects page on the World Wide Web (www.mprojects.wiu.edu), and an ECCSPLORe-IT World Wide Web site.

Grant Number: H324M980146

Washington Assessment and Intervention Project for Students with Emotional Disturbance

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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: This project will develop four comprehensive model demonstration sites in the state of Washington that meet the needs of children with or at risk of emotional disturbance. Structures and strategies will be developed to support school-based and community-based delivery systems that address national and state targets. The model will emphasize interagency collaboration, early intervention, and cultural sensitivity.

Method: School and classroom-based interventions will be used in elementary schools to decrease discipline problems, and community-based teams will be used to enhance the service delivery system for students with emotional disturbance and their families. Twenty students at risk of emotional disturbance and ten students with emotional disturbance will receive comprehensive assessments, curricula, and service to meet their educational, social, and emotional needs.

Products: Professionals involved will receive ongoing professional development, and families will be provided a menu of options for support and education to enhance their social support networks with other parents, to expand needed resources, and to support positive parenting skills. By the end of the four years, the four project

schools are expected to be model program schools for dissemination of their approaches to schools in their region of the state.

Grant Number: H324M980154

Asian Family Collaboration Project: Facilitating Language Development in Young Children with Disabilities and Limited English Proficiency

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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: The Washington Research Institute will develop, implement, evaluate, and disseminate a model demonstration project to: 1) optimize the first and second language development of young children with disabilities who come from Asian backgrounds and are limited in English proficiency, and 2) enhance the ability of parents and staff to collaborate effectively in assisting the children. This population has increased significantly over the past ten years, and is greatly at risk for delayed language in both English and their first language.

Method: The project will accomplish the following nine goals: 1) develop, field test, and evaluate methods and materials which will enhance the ability of service delivery staff to facilitate language and emergent literacy development in children in a variety of placement settings; 2) provide staff with strategies and materials designed to allow them to share information with parents, enabling parents to use the strategies with their children in their first language; 3) develop videotapes of strategies in four Asian languages (Vietnamese, Cambodian, Korean, and Lao); 4) develop methods and materials regarding cultural sensitivity designed to increase staff ability to work successfully with parents of Asian minority backgrounds, and to develop comparable materials for parents, providing them with information about the culture of American schools and other settings; 5) develop methods for interpreter use in presenting materials to parents with limited English proficiency; 6) develop methods and materials to promote "training of trainers" for key staff; 7) collect short term and follow-up evaluation data that document the impact of the model with staff and parents; 8) collect short term and follow-up evaluation data on the first and second language development of target children; and 9) replicate and disseminate the model in a variety of settings.

Products: Through the use of direct training, training of trainers, distance learning, and videotape and materials distribution, the materials and procedures developed by this project will be used by hundreds of staff, who in turn, will transmit the information to many parents to assist their children more effectively. During the model development period, the project staff will work with approximately 35 staff members who will present the model to at least 70 parents. In year two, 50 staff members will present the model to at least 100 parents. In year three, 80 staff members will present the model to 160 parents. In year four, 100 staff members will be trained directly, and another 100 staff members will be trained through a distance learning pilot dissemination. These 200 staff members will impact an additional 400 parents.

Grant Number: H324M980173

First Words Project

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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: The First Words Project is a model demonstration project to develop, implement, evaluate, and replicate a system for the early identification of children with communication disorders and the provision of early intervention. This project consists of two components that aim to demonstrate the effectiveness of a transdisciplinary, interagency collaborative referral and evaluation process based on the Communication and Symbolic Behavior Scales (CSBS) model and to develop a family-guided menu of service options for infants, toddlers, and families.

Method: The "early identification component" will demonstrate the effectiveness of a referral and evaluation system for early identification of children at risk for developmental disabilities using multiple measures of communication and language development, based on collaboration with families and child care and health care facilities. Measures of prelinguistic parameters will be used to identify and follow children based on information gathered from a referral checklist distributed through health care and child care facilities, a caregiver questionnaire (CQ), and a behavior sample of the child and caregiver. During each year of this project, 40 children (ages 9-18 months) will be identified as at-risk for having a communication disability based on performance that falls more than 1 standard deviation below the mean on the CQ. The "early intervention component" will consist of a menu of service options: 1) family education and support services that may be preventative and include parent education group meetings in the community, parent education modules disseminated to families and service providers, resource and referral databases, and parent support and networking groups; 2) individualized, family-guided early intervention programs for children with developmental delays to be documented by an Individualized Family Service Plan (IFSP) and implemented in the child's natural environment at home or child care settings; and 3) referral systems, transition planning, and transition support. The project will enroll at least 20 families per year in this component to ensure a total of 80 families served over four years. The intervention will be individualized through a family-guided assessment of the communicative environment. Parents will be essential partners in the identification of specific concerns, intervention planning, and evaluation of outcomes. Social validation measures will assess the extent to which families find the intervention strategies acceptable and feasible and whether treatment effects are perceptible and valued by other parents and professionals. This project will demonstrate the short and intermediate effects of an early intervention program to prevent and ameliorate communication deficits and associated sequelae. During the first three years of the project, First Words will be developed, implemented, and evaluated in Leon County as a collaborative effort with Florida State University and community agencies and practitioners. During the fourth year, the project will be further refined and replicated in rural counties surrounding Leon.

Products: Results will reach practitioners through local, state, and national levels through inservice workshops, conference presentations, short courses, and the distribution of training materials. The "CSBS Checklist" will become public domain and will be made available to health care and day care practitioners through conference presentations, publications in interdisciplinary journals, and the Internet. A First Words Project World Wide Web home page will be established for dissemination of information on early identification and intervention. Training materials will be developed, including videotaped case examples, and written documentation will be designed for practitioners in diverse disciplines. For parents, the project will develop 10 parent education modules on topics considered high priority by families of young children with disabilities. These materials will uti-

lize a format that will guide Family Facilitators in assisting other families to explore specific issues, such as communicating with professionals, the IFSP process, sibling issues, visiting preschool programs, etc. The modules will be developed for low literate consumers and will be ethnically and culturally sensitive. For researchers, proposals for presentations of evaluation results will be submitted to professional organizations with interest in special education and communicative disorders.

Grant Number: H324M980174

Research and Innovation in Natural Environments Project

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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: This model demonstration project will develop a plan to provide inclusive early intervention services to children with special needs who are under the age of three years. The project will enable 110 infants and toddlers with special needs to receive extensive early intervention services in a natural environment, i.e., a private child care setting. The goals of this project are: 1) to measure the impact of this model through pre and post comparisons of child change and comparison of change to that of comparable participants in a previous segregated model; 2) to measure changes in family satisfaction; 3) to compare the cost of this model to that of a segregated model; and 4) to disseminate findings and materials that will enable others to replicate the model.

Method: Five features of this project include: 1) the early intervention services will be in a setting that was previously segregated; 2) the services provided are unusually intense: they are provided for a minimum of 5 hours and a maximum of 10.5 hours per day, year round; 3) the services provide high quality intervention, using a multidisciplinary team, and are provided to all children, therefore children with special needs will receive quality resources; 4) the families of the typically developing children pay full price for their child's services and they self-select the program; and 5) three large data sets, gathered previously, will permit cost-effectiveness research that extends beyond what is possible given the limited funding. The project's strategies are drawn from multiple theoretical perspectives, and they reflect a sensitivity and awareness of the cultural and demographic characteristics of the target audience. These strategies are clearly reflected in one commercially available curriculum, the Assessment, Evaluation, and Programming System for Infants and Children (AEPS) Curriculum for Birth to Three Years, Volume 2 (Cripe, Slentz, & Bricker, 1993), which will be used by the project staff. The sample for the intervention group will include three cohorts of 70 children, a majority of whom will have special needs. All children will be at least nine months of age at entry and will be 36 to 47 months at exit. The final subject population for the final evaluation questions related to the comparison of outcomes of children in the natural environment will be approximately 150 with a range from 145-160.

Products: The project staff plan to move this community program into a national model, evaluate it using advanced statistical tools, summarize and disseminate the findings, and prepare the model to be replicated by others in future years. Findings of this program will be disseminated through journals, conference presentations, task forces, policy meetings, and discussions with peers across the nation.

Grant Number: H324M980176

A Systems Approach to Paraprofessional Development and Support

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Beginning Date: 9/01/98
Ending Date: 8/31/02

Purpose: The Institute on Community Integration at the University of Minnesota, in partnership with the Saint Paul Public Schools and the St. Cloud Community Schools, has developed a project that focuses on understanding and addressing the issues involved in the development of paraprofessionals who support students with disabilities in inclusive schools. This project addresses the content, process, and context components of paraprofessional development at the site-based and system-based levels.

Method: The project plans to: 1) refine a multi-level model of paraprofessional support and development; 2) pilot the model of paraprofessional support and development concurrently in an urban district (Saint Paul Public Schools) and an out-state district (St. Cloud Community Schools); 3) evaluate the effectiveness of the model from multiple perspectives: student, parent, instructional team members, and administrative (building and district); and 4) develop and disseminate findings (e.g. models, key learning and strategies, materials) to interested audiences locally, within Minnesota, and nationally.

Products: The Institute on Community Integration has an extensive local, regional, national, and international communications dissemination network that will support the types of dissemination activities appropriate for this project (e.g., monographs, policy briefs, newsletters, World Wide Web sites, and brochures). This network will be utilized extensively to target members of the following audiences: direct service staff, parents and families, administration, policy makers, potential trainees, and academic peers.

Grant Number: H324M980187

Layers of Intervention for Children with Reading Disabilities

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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: This project is a four-year model demonstration to provide successive layers of intervention to children with learning disabilities and other disabilities that interfere with reading acquisition during the primary years.

Method: The first intervention layer (grades 1-3) consists of enriched literacy instruction in special and general education classes. It builds phonological awareness, understanding of the alphabetic principle and application of these understandings to reading and writing words. The reading progress of the children in this layer will be monitored and children who do not respond well will receive layer 2 intervention, consisting of small group instruction that scaffolds student performance to increase participation levels and reading skills. Children who make minimal progress in this layer of intervention will receive Layer 3, individually designed tutorial instruc-

tion that uses the ongoing measures of reading progress to titrate instruction that proceeds from an individual child's understanding of the reading process. Over the course of the project, supported inservice will be provided to special and general education teachers, teaching assistants, and parents of children with disabilities in grades K-3.

Products: During its final two years, the project will identify the most effective strategies for each layer of intervention across each grade, and will prepare a manual that describes these strategies. Project personnel will collaborate with two school sites to institutionalize the measurement routines and interventions. The successes and pitfalls of this effort will be identified, the coordination among service providers and families will be described, and the resources needed and effective training procedures will be identifed.

Grant Number: H324M980195

Life Transitions for Youth with Acquired Brain Injuries

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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: The Life Transitions project will work with four school districts along Colorado's front range region to develop, implement, evaluate, and disseminate a Life Transition Model which will provide identification, reentry, school supports, transition planning, and case management of youth with acquired brain injury (ABI). The project is an innovative, coordinated approach to providing special education and related services to secondary students with ABI.

Method: The activities of this project will include: 1) convene an Interagency Brain Injury Team (IBIT) including consumers; 2) develop and implement a screening tool for identification of students with mild/moderate ABI; 3) assist schools, families, and students in transition planning and follow-up supports; 4) promote empowerment of students with ABI and their families to become self-advocates; 5) develop and implement a school-based intervention strategy including the reentry process; and 6) administer, disseminate, replicate, and evaluate the project in an effective manner.

Products: The Life Transitions Model will serve as a guide to school districts across the nation on identification, reentry, educational and support services, transition, and postsecondary supports for students with ABI. This comprehensive service delivery model will be easily disseminated and replicated through a Family Resource/Training Manual and a "Life Transitions Model" Manual which will describe a step-by-step process for creating a service delivery model that addresses the unique, but often overlooked, needs of students with ABI. These training and resource materials will be disseminated. Inservice training at other schools will also occur.

Grant Number: H324M980197

Project Open House: Systems Change to Support Early Childhood Inclusion

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Beginning Date: 1/01/99
Ending Date: 12/31/02

Purpose: Project Open House will enhance developmental outcomes for young children with disabilities in community-based early childhood education (CBECE) settings through the provision of 1) formal training experiences for CBECE teachers and 2) support of a peer coaching model involving CBECE teachers and early childhood special education (ECSE) teachers employed by participating local education agencies (LEAs). The primary goals of this project are: 1) to support the successful inclusion of young children (aged three to six years) with disabilities in community-based child care homes or centers through educational reform efforts that include use of permanent substitute teachers used to release CBECE and ECSE teachers from classroom instruction to work together in a peer coaching relationship; 2) to develop and implement professional development opportunities that are designed to efficiently and effectively improve CBECE teachers' knowledge, skills, values, and attitudes related to early childhood inclusion; 3) to assess the impact of the project on participating children, families, teachers, and administrators using a range of outcome measures; 4) to support CBECE teachers' active participation on target children's individualized education program (IEP) teams; and 5) to develop and disseminate materials and procedures necessary to successfully replicate the model of educational reform and professional development with families, teachers, and administrators in six additional LEAs.

Method: The peer coaching process will focus on infusing validated intervention strategies and environmental modifications into CBECE settings. The project reflects an educational paradigm shift as LEAs extend educational services to community-based programs. There are four populations served by this project: 1) families of preschoolers with disabilities who are simultaneously enrolled in early childhood special education (ECSE) classrooms and center- or family-based early childhood settings such as child care or preschool programs; 2) target preschool children; 3) community-based early childhood (CBECE) teachers who care for and teach these children; and 4) ECSE teachers who also care for and teach these children. The model will be developed in an urban/suburban setting, with replication sites reflecting rural/suburban LEAs.

Products: The project will result in professional development opportunities for CBECE and ECSE teachers. Project staff will disseminate project results through presentations at national, regional and local conferences, mailings to interest groups, and the use of an electronic World Wide Web site.

Grant Number: H324M980207

Individualizing Inclusion in Child Care

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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: The purpose of this project is to develop, implement, evaluate, and disseminate a model for individualizing inclusion in child care. The model has three components: 1) use of ecological congruence theory to plan child assessments, 2) use of operating principles related to implementing instruction, and 3) application of help-giving practices to the behavior of intervention teams.

Method: The project has three objectives: 1) develop, implement, evaluate, and disseminate a model that teachers and specialists can use to address Individualized Family Service Plan and Individualized Education Program goals in an individualized manner in ongoing and meaningful activities in full-day child care; 2) develop, field test, and disseminate an instrument to assess the quality of individualized inclusion in full-day child care; and 3) prepare materials and procedures for helping other child care providers to replicate the model and use the quality of inclusion instrument. The project will be implemented in the Frank Porter Graham Child Care Program and another community child care center. The participants will include young children from infancy through four years of age, parents of those children, persons with disabilities, and child care teachers and special services staff.

Products: The expected outcomes are: 1) a model that has been evaluated and can be replicated in other sites; 2) an instrument for evaluating the quality of inclusion efforts; 3) materials (manuals and videotapes) for training others to use the project model; and 4) written descriptions (chapters, articles, etc.) about the model's applications.

Grant Number: H324M980219

Project SUCCEED in Head Start

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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: This demonstration project combines the capacity and commitment of parents, Head Start staff, and formal and informal community resources to improve the life chances of young children who have or are at risk of emotional and behavioral problems.

Method: The program elements are framed within an ecological perspective, social learning theory, and a strengths-based approach which involves adaptation of proven curricula to help family members and Head Start staff to intervene effectively with children; use of the partners as curriculum reviewers, trainers, and coaches; an enhanced family support capacity; direct intervention with children; augmentation of existing Head Start transi-

tion to kindergarten; and expansion of community involvement in meeting the needs of young children and their families.

Products: Through the project family and staff will be trained to provide effective services to children with emotional and behavioral problems. Therapeutic care will be provided to children while parents attend the training. The cooperative communities created by the project will involve parents and personnel from local and state advocacy and government agencies to increase the capacity for service for children with mental health needs.

Grant Number: H324M980223

Strategies for Efficient & Effective Keiki (Child) Find (SEEK)

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Beginning Date: 1/01/98
Ending Date: 12/31/02

Purpose: The Hawaii University Affiliated Program and state Department of Health (DOH) will develop, implement, and evaluate innovative Child Find strategies to address under-identification and under-referral of infants and toddlers with special needs. The goals of this project are: 1) to develop and demonstrate strategies to communicate to direct service providers the importance of, and indications for, early referral, and how to talk to parents about concerns; 2) to develop and demonstrate innovative strategies to raise direct service providers' awareness of eligibility, services, and referral pathways; 3) to evaluate the effectiveness of these strategies; and 4) to disseminate project findings and products.

Method: With families as partners, culturally sensitive strategies will be developed based on the 1997 Evaluation of Part H Child Find in Hawaii (CFE97) data and recommendations, innovative strategies from other states, and focus groups of families and providers with Filipino ancestry. Strategies will be piloted and evaluated using CFE97 measurement strategies and baseline data. Strategies will be modified as necessary, implemented in six geographically diverse communities and assessed again.

Products: Three dissemination formats will be used: written reports of project process, findings, and materials available; oral/visual presentations to interest groups; and a World Wide Web page on the project.

Grant Number: H324M980224

POWER—Providing Options for the Workplace, Education and Rehabilitation

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: Project POWER will provide strategies to enable students who have developmental disabilities to participate in programs designed to obtain and maintain successful and long-term employment at the community college level. POWER will: 1) replicate a successful employability and transition model that provides skills for career development, workplace basics/community integration, as well as use of natural supports; 2) provide training and technical assistance primarily through distance learning/teleconferences and disseminate the results; and 3) evaluate the ongoing effectiveness of the new training model for enhancing transitional services linking education, employers, and rehabilitation.

Method: The POWER model will be replicated in four community college supported employment programs (Iowa, North Carolina, California, and Arizona). The employability and transition model to be replicated, disseminated, and evaluated through this project focuses on building individual strengths as well as identifying specific competencies and supports needed in instruction and training. The components of the model are: 1) a comprehensive training plan that includes a curriculum and assessment strategy; 2) transfer of skills and supports needed into specific objectives for the Individual Education Plan (IEP); 3) collaborative strategies among the community college, secondary programs, adult service agencies including vocational rehabilitation, and employers; and 4) use of natural supports such as parents/guardians, friends, instructors, job coaches, employers, coworkers, and adult service providers, to enhance success at the college and at work.

Products: Approximately 300 students who have developmental disabilities, primarily aged 18 to 21 (40 percent of whom are from minority backgrounds), are anticipated to be served by the end of this three-year project, in community college programs in which they will be prepared for work placements/supported employment and for networking with community college staff, employers, rehabilitation personnel, and other natural supports. The project will enable: 1) students to obtain and maintain meaningful work and community experiences; 2) staff to acquire meaningful strategies for writing IEP objectives, restructuring course offerings, and providing related assessment for individual and program accountability; 3) adult service providers to determine needed support services for successful and long-term employment; and 4) employers to use their own workers to provide social supports and networks for workers who have developmental disabilities. Dissemination of project results will focus on using an existing CASAS National Dissemination Project for training/technical assistance and access to materials.

Grant Number: H324M980229

Paraprofessional Support of Students with Disabilities in General Education

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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: This project will address the development, implementation, and evaluation of a model for the effective use of paraprofessionals to support students with disabilities in general education classes.

Method: The model is based on a set of seven conceptual framework components (e.g., determining the need for a paraprofessional; orienting paraprofessionals to their job responsibilities; implementing and supervising instruction of paraprofessionals; evaluating the impact of paraprofessional support). The model includes 10 steps that can be used by teams of school personnel to operationalize and individualize the conceptual framework components, as well as statewide guidelines and standards for paraprofessionals, in ways that meet unique needs of schools. This approach provides a model that can be effectively replicated throughout Vermont and nationally. The design of the project calls for close collaboration among staff of the University Affiliated Program of Vermont, the Vermont Department of Education, a statewide Paraprofessional Task Force, and personnel in model demonstration schools across the age span from preschool through high school. Development and refinement of the model will occur during the first two years of the project at the model demonstration sites, followed by phased-in statewide implementation in the project's third and fourth years. Evaluation data collected at model demonstration sites will be used to improve the model and will be disseminated nationally in a variety of formats.

Products: Culminating activities would include an overall analysis and synthesis of the data collected based on both the model demonstration sites and statewide implementation. This data would be reported and used to update the state guidelines, processes, and materials to reflect what has been learned. Project findings will be summarized into a manual that would allow replication. Information will be disseminated statewide in Vermont and sent for national dissemination through the ERIC Clearinghouse.

Grant Number: H324M980232

Creating Partnerships between Pediatricians and Early Interventionists for Child Find: PEDI-Link

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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: The purpose of the PEDI-Link model is to: 1) positively impact statewide child find efforts for infants and toddlers (birth to three); 2) enhance the capacity of pediatricians and family practitioners to participate in

statewide child find efforts; and 3) strengthen the partnership among pediatricians, family practitioners, and early interventionists relative to the identification and referral of young children (birth to three) at risk for or with identified disabilities.

Method: The project aims to: 1) increase the number of infants and toddlers who are identified and linked to appropriate services; 2) establish a partnership among pediatricians, family practitioners, and early interventionists; 3) design, implement, evaluate, and disseminate training materials for pediatricians relative to child find and referral for services; 4) design, implement, evaluate, and disseminate training materials to prepare early interventionists to assume the roles and responsibilities of the PEDI-Link Liaison developed during field-testing and replication phases of the PEDI-Link model; and 5) build the capacity of the state to establish and institutionalize a statewide partnership among pediatricians, family practitioners, and early interventionists relative to the implementation of quality child find activities.

Products: This project has two dissemination objectives: 1) to disseminate information throughout the country describing the need for and effectiveness of partnerships between pediatric practitioners and early interventionists for child find; and 2) to disseminate project activities and materials so that the PEDI-Link model can be replicated throughout the country. The project will disseminate a variety of information products, including brochures, presentations, newsletters, and journal articles, depending on the target audience. The target audiences include parents/families, early intervention professionals, pediatricians, family practitioners, medical residents, and schools of medicine. Project staff will: 1) publish a brochure describing the project for dissemination nationally through the National Early Childhood Technical Assistance System (NEC*TAS); 2) make presentations at national conferences (e.g., Zero to Three, Division for Early Childhood); 3) prepare publications for appropriate journals (e.g., Journal of Pediatrics, Topics in Early Childhood Special Education, Infants and Young Children); and 4) disseminate information through a PEDI-Link World Wide Web site which will be established and updated bimonthly.

Grant Number: H324M980245

Teaching Orientation and Mobility Skills to Deaf-Blind Children Using Computer Generated Simulated Sound Environments

Project Director: Inman, Dean
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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: This project will create, implement, and evaluate a series of computer-simulated, three-dimensional sound environments that will have special features built in to teach orientation and mobility (O&M) skills to children who are deaf and blind. This population of children, who have severe visual impairment (light perception only or totally blind) with a concomitant hearing loss which is moderate to severe, presents unique O&M training problems that are sometimes the most difficult in the field of special education. O&M training in real-world situations is time consuming, sometimes risky, and limited to the number of environments available to the student and the O&M training specialist. Training complex sensory-motor skills can be done effectively and safely in computer-simulated environments which are 1) unlimited in terms of the different types of training simulations that can be created for the learners, 2) safe, 3) cost-effective, and 4) provide learners with repeated guided and unguided practice. Simulated environments can also accent specific sensory information while diminishing perhaps confusing background information, until the learner knows what to "listen for". Then the computer can slowly change the signal to noise ratio until the simulated situation matches the real world situation on which it is modeled.

Method: In the first twelve months, the project staff will create an instructional tool for teaching O&M skills to blind children using computer-generated, three-dimensional sound environments modeled after the real world. The prototype system will be developed at the Oregon Research Institute in Eugene, Oregon, and tested using blind volunteers. At the beginning of the second year, the system will be exported to the Oregon School for the Blind in Salem, Oregon, which serves blind and deaf-blind students. The project staff will also create at least two additional acoustical worlds. In the third year, the project staff will shift its focus and begin working with students who are deaf and blind and modifying the material as needed to accommodate the concomitant hearing loss. Staff will begin creating the documentation necessary for exporting the training model to three outlying schools. In the fourth year, the staff will export the training model to at least five schools providing O&M training programs for deaf-blind students. During implementation, data will be collected on individual child change, family satisfaction, and teacher assessment. During implementation, data will be collected on individual child change, family satisfaction, and teacher assessment.

Products: A manual for implementing the strategies found to be effective will be written, with special emphasis on guidelines for implementing the program in public schools. All written products will be made available on the Internet through the project's World Wide Web page. Articles will be submitted to professional publications for both scholarly and practitioner-oriented audiences in a number of relevant areas: 1) technology-oriented publications; 2) content-area publications; 3) special education publications; and 4) publications focusing on blind individuals. Project staff will present at state, regional, and national conferences.

Grant Number: H324M980250

Maximizing Opportunities by Demonstrating Effective Learning (Project MODEL)

Project Director: Fanning, Robert
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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: The Flint Hills Special Education Cooperative has developed a model for systemic school reform with innovative strategies, supports, and services for implementing inclusive school practices. A broad-based leadership team composed of educators, persons with disabilities and parents of children with disabilities, university staff, and business/community representatives has developed the objectives and plan of operation for Project MODEL. These objectives include: 1) to establish and implement systemic reform to improve academic performance and results for students in inclusive settings; 2) to design and implement a unified strategy for reform to streamline supports and services for students in inclusive settings; 3) to collect and analyze process and outcome data for program improvement and to document innovative strategies, effective practices, and success in accomplishing project goals; and 4) to develop, document, and disseminate materials and information about the project.

Method: The multi-focused activities to support these four objectives involve: 1) the coordination of federal, state, and local supplemental funds; 2) the development of unique curricula and CD-ROM instructional modules; 3) the development of a comprehensive intervention services system that is headed by a Response Leadership Team; 4) the design of an array of inclusive school practices; 5) the alignment of curriculum/instruction/assessment with state and local standards; 6) the active involvement of students with disabilities and their families in the development of individualized education programs and in other home/school/community partnerships; and 7) the preparation of staff through learner-centered professional development focused through Individual Development Plans.

Products: As a result of participation in Project MODEL, the expected outcomes for students include increased performance on standards, portfolios of accomplishments demonstrating proficiencies, increased accountability for individual learning, and gr r participation in inclusive settings by students with disabilities. Dissemination of the results of Project MODEL will occur through local, regional, state, and national dissemination networks by using technology-based and print-based media.

Grant Number: H324M980258

Strategies for Active Inclusion

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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: The purpose of Strategies for Active Inclusion (SAI) is to demonstrate a model to increase active participation by students in grades 4 to 12 in inclusive, natural environment school settings for children with developmental disabilities. The decision process used is applicable to all inclusive educational, home, and community settings for children 8 to 21 years who experience barriers to active participation due to motor and sensory (low incidence) disabilities. Emphasis will be placed upon working with schools having a high proportion of students from minority settings.

Method: SAI will focus on implementing an interdisciplinary team in a problem-solving decision process to increase active participation by students with multiple disabilities. Particular emphasis will be placed upon analysis of student performance to develop developmentally appropriate, functional objectives for students with multiple disabilities whose active participation will be facilitated with the use of assistive technology. SAI will work with interdisciplinary teams from Colorado school districts that have minority children with low incidence disabilities enrolled. Teams will include administrators, teachers, related service personnel, and parents. Intervention services include presentations of core content, on-site intervention activities, and technical assistance in application of core content, continuing education credits, and independent evaluation of project.

Products: A number of individual products will be field tested and disseminated: 1) documentation of SAI's assessment and individual program planning approach to address barriers to inclusion, including barriers to the use of assistive technology, for learners with physical and/or sensory disabilities; 2) a detailed syllabus that will combine both didactic and hands-on training techniques, print, slide, as well as video materials to be used in teaching the model; 3) and written and video case studies illustrating the impact implementing procedures to increase learners' participation. Information and training will be disseminated through presentations of project products and results at state and national conferences, a World Wide Web site, etc. The project has the capacity through the Colorado Assistive Technology Project to produce all SAI products in alternate print formats and video products with captioning.

Grant Number: H324M980268

The High School High Skill Project

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Beginning Date: 10/01/98
Ending Date: 9/30/02

Purpose: The project will develop a model of secondary services for teaching students with disabilities the academic, occupational, and other transition skills necessary to gain access to high-skill jobs in the community. It will be implemented in the general education structure of the local school district's two high schools, using a recognized school-to-work transition program for youth with disabilities and integrated curricula for teaching academic and occupational skills within content area vocational and academic classes.

Method: The project will develop strategies for incorporating the district's Individualized Education Program transition planning process into the career planning process used to help all students plan their course of study in high school, for implementing integrated academic and occupational curricula within the general structure of the business and management occupational cluster, and for connecting the instruction that occurs in school to the overall transition needs of students through systematic, cumulative community-based learning experiences. The strategies used by the project are designed to meet the needs of students with and without disabilities.

Products: A total of 180 students each year will be served by the project (60 students with disabilities, 60 identified as at-risk, and 60 typical students without disabilities). The number of students with disabilities served by this project represents a 150% increase in the number of youth who will be accessing business-related academic and occupational classes.

Grant Number: H324M980400

Interagency Planning and Support Project

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Beginning Date: 7/01/99
Ending Date: 9/30/01

Purpose: This project will demonstrate a process for developing and delivering comprehensive, integrated educational and human service supports to young children with identified disabilities and their families at the local level.

Method: Emanating from a pilot initiative, the project will provide technical assistance to promote the adoption of the Interagency Planning and Support Model in one state, school district, and community, with subsequent replication in a second. The process involves development activities with state-level agency representatives, complementary activities with local/regional personnel, and opportunities for interactive problem solving and sharing meetings between state and local resources.

Products: The project will produce a training guide, three peer-reviewed journal articles, conference presentations, and a home page on the World Wide Web. A training videotape to illustrate the collaborative planning process in action will be produced and disseminated.

Grant Number: H324M990001

A Model of Communication, Instructional Method, and Achievement for Teaching Deaf Students

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Beginning Date: 8/16/99
Ending Date: 8/15/03

Purpose: The purpose of this study is to develop a model of communication that will help teachers who use signs to monitor the effects of their method of communication on how their deaf students learn.

Method: The model will be based on extensive observations of teacher-student interactions over a two-year period, including instructions in different subject matter and with teachers using American Sign Language (ASL), English-based signing, or some combination of ASL and English in what has come to be called contact signing. Certified teachers of the deaf selected for study will be exemplary teachers, have proficient signing skills as evidenced by performance on the Signed Communication Proficiency Interview, have a minimum of five years of teaching experience, and teach in a self-contained classroom or a school for deaf children. The model will be field tested with this group of teachers during Years 1 & 2, then evaluated with a different set of teachers who use signing for instructional purposes in Years 3 & 4.

Products: The model of communication developed by this project will impact the field by providing a theoretical foundation for classroom communication involving signing that is derived from direct observations of teachers and student interacting during instruction, and by providing practitioners with a means of monitoring and assessing the impact of their communication on their instructional effectiveness.

Grant Number: H324M990010

DO-IT CAREERS/K-12 (Careers, Academics, Research, Experiential Education, and Skills)

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: "DO-IT CAREERS/K-12" will increase the participation of K-12 students with disabilities in work-based learning experiences.

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Method: Over the course of this four-year project, the project staff will serve 150 middle and high school students with disabilities; 150 parents of students with disabilities; 400 staff from school-to-work, special education, and career services organizations; and 100 potential employers to increase knowledge and skills related to work-based learning opportunities, self-advocacy, job-search strategies, technology, accommodation strategies, legal issues, and resources.

Products: Nation-wide dissemination efforts to conferences and publications will be extensive. Ultimately, the work of the DO-IT CAREERS/K-12 project will help to increase the opportunities for people with disabilities to gain meaningful employment.

Grant Number: H324M990015

Using Cueing Strategies and Behavior State Analysis to Increase Alertness and Responsiveness among Infants with Severe Cognitive and Multiple Disabilities

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Beginning Date: 9/01/99
Ending Date: 8/31/03

Purpose: This study will increase basic alerting and responding behaviors among infants with severe cognitive and multiple disabilities. These findings will provide the basis for interventions that use communication cueing strategies that best fit individual differences in behavior state patterns and, most importantly, that are designed to increase the duration of time infants spend in the alert and responsive states.

Method: The cueing strategies will be taught to parents, caregivers, and direct service personnel using a variety of approaches—for example, use of videotapes, an individualized gestural dictionary, and group problem solving. Participants will include 25 infants and young children with the most severe types of motor, sensory, and cognitive impairments and delays. The project will be a cooperative effort involving the University of Kansas, Rockhurst College, Children's Mercy Hospital, medical and health-related services, and early intervention educators. The method will include a variety of measures, designs (e.g., cohort comparisons), and statistical analyses. Cohort comparisons will be possible by using longitudinal data from 34 infants with severe disabilities who do not receive the interventions.

Products: The project will produce a training package that contains assessment and intervention procedures for using communication cueing strategies to increase levels of alertness and responsiveness.

Grant Number: H324M990017

School-to-Work Transition for Students with Disabilities in a Rural Setting: Utilization of a Coordinated Support Network Which Is Directed by a Community Rehabilitation Provider

Project Director: Poliquin, Joseph
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Beginning Date: 8/01/99
Ending Date: 7/31/03

Purpose: This joint project by CWI and the Murray Center is a comprehensive and responsible transition demonstration and evaluation proposal to move secondary students with special needs through school to work, life, and other appropriate adult outcomes. Responsible transition, as defined by this project, combines the skills necessary for classroom success with those needed for vocational/employment success to allow the student to achieve appropriate individual functional independence.

Method: The project will create a transition team composed of project staff, teachers at target schools, parents, administrators, and students, whose goal will be to establish transition goals and processes to best serve the student. A major part of the project is a solid base of research that addresses factors that influence student success. This research approach will allow a full data set for the longitudinal analysis best suited to the transition from school to work and adult life.

Products: The project will work to develop: improved vocational and clinical instruments for assessment and evaluation; an improved capacity for the self-sufficiency of program activities after the completion of the model demonstration project (e.g., interagency training); dissemination of best practices information and evaluation findings to organizations capable of providing a full range of quality transition services; and operations and programs with quality assurance protocols that advance research in transitioning students with disabilities to higher grades, employment after school, or post-secondary schooling.

Grant Number: H324M990026

Development of Social Competence in Young Children with Emotional and Behavior Problems

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: This project will create a model to expand services and improve outcomes for young children at risk for serious emotional disturbance. This will be accomplished through the development, implementation, evalua-

tion, and dissemination of a community-based, family-centered model of early identification and intervention for young children with emotional and behavioral problems (EBP).

Method: The demonstration project will identify children ages three and four and will provide intervention to include community, school, and family involvement in an approach that integrates behavior support plans, social skills training, parent management training, and on-going support to ensure maintenance.

Products: The project will develop a community-based, family-focused model of early identification and intervention for young children with or at-risk of EBP. It will implement the model at selected Head Start sites; evaluate the model using multiple outcome measures to determine the effectiveness of its components; develop procedures and materials for replication; and disseminate project findings at the state, local, and national levels.

Grant Number: H324M990032

Project CITES: Collaborative Integration Teams for Educating Students

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Beginning Date: 8/01/99
Ending Date: 7/31/03

Purpose: This project integrates five critical educational components into a model for improving on and further developing strategies for serving students with high-incidence disabilities in inclusive secondary content classes. It proposes the improvement of a collaborative team approach where preservice and inservice teachers and administrators work together with parents, community members, and university personnel to receive and implement a model for serving students in content areas in middle and high schools.

Method: The project will establish a collaborative training and instructional team that includes inservice and preservice special and general education teachers and administrators, as well as university personnel. There will be auxiliary participation by parents, students, and community members. Content will be delivered interactively and include adaptation of the curriculum and best practices. The model will be continuously improved through student performance information feedback and classroom observations.

Products: This model will help move research into practice in a systematic, sustainable, and replicable manner, based on the establishment of collaborative teams, the opportunity for all stakeholders to provide input and to reflect on the model, modification of the curriculum around knowledge forms, a feedback loop to monitor student performance and instructional effectiveness, and a mechanism to disseminate findings and model parameters in various ways to provide a support network as professionals move from preservice to inservice.

Grant Number: H324M990035

Innovative Model of Problem-Solving Assessment and Collaborative Teams (Project IMPACT)

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Beginning Date: 8/15/99
Ending Date: 8/14/03

Purpose: This project was designed to address the need for a problem-solving model of special education service delivery that meets the needs of a large, urban school district with a large percentage of students living in poverty and the need for information on how to implement and sustain the model in such a large district. The Innovative Model of Problem-Solving Assessment and Collaborative Teams (IMPACT) will enhance, implement, and evaluate the model and create and disseminate information and tools that states and districts can use to implement and evaluate similar models.

Method: IMPACT will work in collaboration with Milwaukee Public School District staff to implement and evaluate the model. This partnership will allow the district to significantly enhance the services school psychologists and consulting teachers provide to regular and special education teachers, parents, and students. A large component of IMPACT is evaluating how well the model serves the needs of an urban district. A multiple baseline design implementation process is proposed to document the causes of hypothesized changes, and a combination of qualitative and quantitative data analytic techniques will be employed. IMPACT will build capacity within the district to ensure that the model will continue to have a positive impact on the results of services that students receive in regular and special education.

Products: The project will create and institute a functional system of service delivery that permits accurate and efficient identification, intervention planning, and progress monitoring strategies for urban children. This problem-solving system of service delivery is expected to improve the knowledge base of related services and diagnostic personnel (school psychologists and consulting teachers), teachers, and parents, which should, in turn, help them modify the ecology-of-learning environments in ways that produce improved academic and behavioral results for culturally diverse urban children.

Grant Number: H324M990037

Choice Making for Elementary Students

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Beginning Date: 1/01/00
Ending Date: 12/31/03

Purpose: The purpose of ChoiceMaking for Elementary Students is to develop an effective elementary-age version of the curriculum and lesson packages. Educators, parents, and students with disabilities will be involved in the development process.

Method: The lessons will be based on the ChoiceMaker Curriculum concepts: 1) choosing goals — students identify their interests, skills, and limits in various school and life areas, then use them to choose their goals; 2) expressing goals — students participate in their IEP meetings or school parent-teacher conferences to develop ownership of their goals and education; and 3) taking action — students learn methods to attain their IEP and other goals. Lessons will be written for use in inclusive settings, with adaptations to meet the needs of students with more severe cognitive or affective needs.

Products: The final curriculum will consist of detailed modules and materials that can be used in elementary schools across the country. It will be field-tested in urban, rural, and suburban schools with students from diverse backgrounds and in a variety of settings. Input from people in these varied settings will contribute to the lessons' versatility and usefulness in a wide variety of schools or organizations that provide services to elementary students.

Grant Number: H324M990044

Establishing a Foundation for Self-Determination in Young Children with Multiple Disabilities

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: The goal of this project is to develop classroom-wide instructional approaches that will establish the foundations for self-determination in young children with low-incidence disabilities.

Method: Two sets of materials that describe how to teach functional communication skills and mastery of the physical environment to children with low-incidence disabilities in regular classroom activities have been developed. These materials show the teacher how to assess the communicative and cognitive skills of the nonverbal

child and how to evaluate the degree to which specific classroom activities encourage or discourage the development of these skills. The project will take these two sets of materials and integrate them in demonstration and replication phases in classrooms that include nonverbal children with low-incidence disabilities (pervasive developmental disorders, deaf-blindness, and multiple disabilities). The goal will be to demonstrate how teachers may provide opportunities for children to develop new communicative and cognitive skills across the entire spectrum of everyday classroom activities. The project will be conducted in regular public schools in Oregon.

Products: Final products will include print and video materials designed to show teachers how to assess their students, how to weave opportunities for their students to master the social and physical environments into all activities, and how to evaluate the success of their classrooms in promoting self-determination.

Grant Number: H324M990052

Promoting a Self-Directed Future for All Students

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Beginning Date: 8/01/99
Ending Date: 7/31/02

Purpose: The project has developed an instructional model for addressing the issue of how to promote self-directed transition planning for adolescents with and without disabilities. The purpose of this project is to demonstrate, evaluate, document, and disseminate components available and supported within the instructional model but not yet widely practiced and thoroughly evaluated.

Method: The focus of this project is on delivering the instructional model within two types of inclusive settings: one involving younger secondary students, and the other involving older secondary students. The settings are designed and implemented by collaborative teams consisting of general and special education teachers, parents/advocates, and students. The project will conduct the model demonstration activities and extensive evaluation of these components in Ohio across three project years. The implementation of this project will be accomplished through a close collaboration between staff at the University of Oregon, where the program was developed, and Ohio State University, where coordination of classroom and dissemination activities will occur with other implementers in Ohio.

Products: User guides will be developed and disseminated and the results of this project will offer substantial guidance for sites in other locations to replicate the model.

Grant Number: H324M990060

BRAIN STARS (Brain Injury: Strategies for Teachers and Re-Education for Students)

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Beginning Date: 5/01/99
Ending Date: 4/30/03

Purpose: BRAIN STARS is a comprehensive consultation, education, and service delivery program designed to meet the needs of children who have sustained traumatic brain injury (TBI). The BRAIN STARS problem solving curriculum, a group treatment program for children and adolescents, is designed to develop the child's ability to solve problems more effectively and to provide a supportive environment for increasing prosocial coping skills. The program includes three key elements: 1) the development and publication of a manual to educate and guide parents and teachers regarding positive psychoeducational approaches to traumatic brain injury; 2) a cognitive retraining group curriculum focused on teaching problem-solving strategies in a supportive social context; and 3) dissemination of training materials to school personnel to be used in educating their TBI team specialists.

Method: The BRAIN STARS program will be implemented in five school districts, with target impact on 150 families and 200 school personnel during the four years. Formative and summative program evaluation procedures will improve the quality of the program as it is being implemented and assess the impact of the program upon its completion. This collaborative model brings together parents, key school personnel, and an interdisciplinary rehabilitation team of brain injury specialists providing consultation, education, and support to the key people involved in the child's re-entry to school.

Products: The BRAIN STARS manual will offer a thorough explication of behavioral and academic problems characteristic of children post-TBI and provide functional, practical interventions and specific curricular modifications targeted at these deficits. The manual will be geared specifically toward preparing teachers and parents to work together to develop useful, realistic, and effective classroom interventions.

Grant Number: H324M990064

CC EPIC (Cross Cultural Education Program in Indian/Deaf Culture)

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Beginning Date: 7/01/99
Ending Date: 6/30/03

Purpose: This demonstration project will address the need for a validated model for teaching students with disabilities about cultural diversity by supporting the refinement and replication of the EPIC model developed by the North Dakota Center for Persons with Disabilities. This project will support further development and testing of a model that: 1) provides opportunities for students with disabilities, who are members of minority cultures, to learn about their cultural heritage; 2) enables minority children who are not Deaf to learn about Deaf culture

and American Sign Language (ASL); 3) provides an experiential model in which students in an inclusive setting can learn about different cultures; and 4) provides motivation and confidence-building opportunities for students with disabilities.

Method: The project staff will work to demonstrate the efficacy, replicability, and sustainability of the EPIC Model. This model uses five steps: 1) develop a culturally relevant script for a theatrical production; 2) develop supporting materials for conducting workshops with elementary school children that run in conjunction with the theatrical production; 3) conduct a summer theatrical program to teach minority students with disabilities how to present the theatrical production and how to conduct the workshops in elementary schools; 4) deliver the production and workshops during the academic year; and 5) gather and use follow-up data to refine the production and workshop.

Products: This model, replicated within other minority cultures, can function as a tool to combat intolerance and teach respect for diversity.

Grant Number: H324M990066

Project CALL: Contextualized Approach to Language and Literacy

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Beginning Date: 7/01/99
Ending Date: 6/30/02

Purpose: This project will provide a model for assisting family members, teachers, teachers' aides, and speech-language pathologists (SLPs) in meeting the language and literacy needs of preschool children in culturally and linguistically diverse, inclusive, Head Start classrooms. By emphasizing scripted play activities within the context of book reading, children will be supported in making the transition to literacy.

Method: Through a three-phase process of reading, telling, and guiding the re-enactment of stories, family members, teachers, teachers' aides, and SLPs will work collaboratively to implement a variety of instructional strategies, and to achieve interrelated goals in the areas of language, literacy, and cognition. Both regular and special needs preschool children enrolled in Head Start classrooms at three different sites in southern Rhode Island will participate in Project CALL instruction. In year one, two classrooms will receive CALL instruction. In year two, four classrooms will participate, and in the final year, six classrooms will receive Project CALL instruction. The effectiveness of this model will be evaluated in four ways: a quasi-experimental between-group comparison; an analysis of individualized goal attainments; a qualitative analysis of classroom interaction; and a follow-up component which tracks the progress of these Head Start children into kindergarten and first grade.

Products: A total of 108 preschoolers will take part in this project. Over the life of the project, eight teachers, ten teacher assistants, six coordinators from Head Start, four project staff with training in speech-language pathology from the University of Rhode Island, and parents of the Head Start children will participate in implementing Project CALL.

Grant Number: H324M990078

CBCN Project: Computer-Based Collaborative Notetaking (CBCN) for Postsecondary Students Who Are Deaf or Hard of Hearing

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Beginning Date: 5/01/99
Ending Date: 4/30/03

Purpose: This four-year model demonstration project will implement, evaluate, and disseminate an innovative approach for enhancing the academic success of postsecondary students who are deaf or hard of hearing. The CBCN Project has four objectives: 1) to increase the number of deaf and hard-of-hearing students who enter postsecondary programs; 2) to increase the academic achievement, retention, and successful completion rates of these students by providing computer-based collaborative notetaking (CBCN) as an academic support service; 3) to increase the number of two-year postsecondary institutions offering CBCN as a cost-effective, academic support service; and 4) to increase the number of students who are deaf or hard of hearing who successfully transition from two-year postsecondary programs either to four-year educational institutions or to vocational employment due to success with computer-based collaborative notetaking (CBCN).

Method: The CBCN Project will be implemented within an outcome measurement system providing for systematic evaluation of project outputs (accomplishment of project activities) and project outcomes (achievement of project objectives). The system provides ongoing, reliable information about project management and project impact for both formative and summative evaluation goals. Advantages of the CBCN system include the student's ability to take notes simultaneously with a notetaker-partner, interact with the notetaker for clarification, and leave the class with sets of electronic notes for studying later.

Products: A replication package will be created and used to extend the model to two-year postsecondary institutions in other western states and across the United States.

Grant Number: H324M990080

Benchmarks: Inclusion of Infants and Toddlers with Disabilities in Natural Settings through Training in Collaborative Consultation

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: The purpose of this project is to develop and implement a model of training to ensure that family members, early intervention providers, infant/toddler caregivers, and teachers have the prerequisite knowledge and skills in collaborative consultation to promote the successful inclusion of infants and toddlers with disabilities in natural settings.

Method: The project will: 1) identify recommended practices or "benchmarks" for successful inclusion through a process of national field-validation; 2) develop a model of training in collaborative consultation skills for successful inclusion; 3) implement the model of training for family members, early intervention providers, infant/toddler caregivers, and teachers to support the successful inclusion of young children with disabilities; and 4) coordinate and promote support for the model among state and local level planners, family members, providers, and advocates. The project will develop a curriculum and supporting materials for training in collaborative consultation based on "Benchmarks of Inclusion." The model will be field-tested and evaluated in a two-city, two-county area of Virginia's Tidewater region in year two and expanded to the remainder of the Tidewater region during years three and four.

Products: The project will result in a replicable model of training in collaborative consultation for family members, early intervention providers, infant/toddler caregivers, and teachers that meets a national priority to include and serve infants and toddlers with disabilities in natural settings.

Grant Number: H324M990085

Project Disability Bullet: A Peer-Mentor Disability and Violence Training Model

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Beginning Date: 5/01/99
Ending Date: 4/30/03

Purpose: This four-year model addresses the need to reintegrate into the community an increasing population of individuals disabled as a result of violence. It will promote the training of peer-mentors as the bridge between medical rehabilitation and the objectives of education, employment, independent living, self advocacy, and physical fitness.

Method: The overall objectives of this program are to develop, implement, and disseminate a peer-mentor curriculum and model. A manual will be produced to address self-advocacy skills, education and employment counseling, independent living, and physical fitness. Two culturally sensitive video programs will be produced that offer solutions to the challenges of community integration. During the second year, a cohort of four peer-mentors will be trained and a peer-mentoring model will be implemented at two sites. During the third year, a second cohort of four peer-mentors will be trained and the model will be implemented in an additional two sites. The fourth year will be devoted to maintaining and improving the quality of the services delivered by the peer-mentors in the four sites and nationwide dissemination and replication of the program.

Products: The program will produce a culturally sensitive curriculum, including a manual and video programs, that addresses the needs of the population of individuals who were disabled as a result of street violence, and it will train eight peer-mentors. Dissemination and replication of the program will make the curriculum and information about model implementation widely available.

Grant Number: H324M990095

Project REC Model and Transition: REC (Recreation and Education in the Community) Model Demonstration

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Beginning Date: 10/01/99
Ending Date: 9/03/03

Purpose: Project REC (Recreation and Education in the Community) at the Institute for Community Inclusion (ICI) at Boston Children's Hospital and the Federation for Children with Special Needs have realized the need to develop a support network of trained professionals and community members who are able to promote the successful transition of youth with disabilities from school to adult life where social well-being and recreation are concerned.

Method: This project will develop the capacity of five Massachusetts school districts to adopt and demonstrate the REC Model with transition-aged students and it will assist 150 students (ages 14-22), from a wide range of cultures and disabilities, to identify and pursue social, recreation, and leadership roles that are available to the general population. The project will train a minimum of 500 parents (emphasizing outreach to parents of diverse cultures), 100 students without disabilities, and 100 recreation and education professionals (e.g., community college personnel) on incorporating recreation social issues into transitional planning. The project will also collaborate with the Department of Education and the Massachusetts Partnership for Transition Coordinating Council to ensure that recreation and social issues are included in all statewide efforts on a policy and local level.

Products: Products will include Internet resources, self-instructed materials, and a CD ROM and will provide information on changing recreation and social needs of all students moving from school to adult life, including the "how-to's" of including recreation in transitional planning with an emphasis on student choice, self-determination, friendship building, and leadership skills. The project will disseminate model materials nationally via the ICI World Wide Web site and University Affiliated Program networks, mailings, newsletters, and professional organizations.

Grant Number: H324M990097

FAMILY LINKS: A Developmental Relationship-Focused Intervention for Children with Autism/PDD and Severe Behavior Disorders

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Beginning Date: 9/01/99
Ending Date: 8/31/03

Purpose: Developmental relationship-focused intervention (DRF) is an increasingly popular alternative for addressing the needs of young children with severe social-behavioral disorders including autism/pervasive developmental disorder (PDD). This treatment approach is predicated on the belief that parents are children's primary teachers during early childhood. By helping parents become more responsive to their children, DRF addresses

the socioemotional needs of children by improving the quality of the attachment relationship between parents and their children, increasing children's communication with their caregivers, and promoting children's motivation to socialize.

Method: This demonstration project will develop curriculum materials and training supports that are needed to address social and behavioral problems of children in early intervention (EI) and early childhood special education (ECSE). It will demonstrate this model with a sample of 45 children with severe behavior disorders and their parents in three sites. Services will begin in children's EI programs (12 months) and continue through their involvement in ECSE (12-30 months). This facet of the model is designed to demonstrate continuity in the philosophy and strategies these programs use to address social and behavioral problems throughout the early childhood years. The project will collect cost data on the implementation of this model to determine whether this approach might be a cost-effective alternative for addressing social behavioral problems, and it will evaluate the effects of DRF intervention on children's social, behavioral, communicative, and cognitive functioning at home and school as well as the impact of this model on parents and families.

Products: Materials and results from this model demonstration project will be disseminated through conference presentations, publications, a newsletter, and a World Wide Web site.

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Outreach Projects for Children with Disabilities

Grant Number: H324R980034

A Statewide Support Network for Teachers of Children and Youth with Autism: KANSAS (Kansas Autism Network for Statewide Access Support)

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Beginning Date: 9/01/98
Ending Date: 8/31/01

Purpose: The purpose of KANSAS (Kansas Autism Network for Statewide Access and Support) is to develop a statewide information and resource network that will: provide technical assistance; serve teachers, related services personnel, early intervention personnel, administrators, and parents; and enhance the education of children and youth with autism.

Method: Assistance will be provided in a variety of areas and will be tailored to the needs of individual students. Examples of intervention areas include: implementing environmental modifications, developing communications systems, developing behavior change or enhancement programs, preparing students for transitions to the next school level or into adult life, and providing instructional techniques related to the education and behavior of children and youth with autism. Information will be delivered to educators to assist in developing effective teaching strategies through technical assistance programs such as onsite training, inservice programs, telephone support, and collaborative consultation with teachers, early intervention personnel, related services personnel, and administrators.

Products: KANSAS will provide direct assistance to 30 children and youth with autism annually. Project staff will train 15 mini-teams consisting of three professionals and parents who will be charged with transferring their training to others through direct assistance and inservice programs. By the end of this three-year project, a total of 90 individuals with autism will receive direct assistance and 129 mini-team members will be directly trained by KANSAS personnel. An additional 129 days of onsite technical assistance will be provided to children and youth with autism by mini-team members under the supervision of project staff. In addition, mini-team members will conduct 86 inservice trainings to school personnel and parents on developing skills to enhance the quality of life for children and youth with autism.

Grant Number: H324R980036

Promoting Self-Determination in Transition Programming: Implementation of the Steps to Self-Determination Curriculum

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This project addresses the need for curriculum and instruction in schools to promote self-determination of culturally and demographically diverse student populations. The College of Education at Wayne State University, in collaboration with local school districts, will implement the "Steps to Self-Determination" model and curriculum in 12 school districts in the states of Illinois, Massachusetts, and Utah. In addition to the intensive implementation efforts in the 12 school districts, broad dissemination strategies will be used in each of the three states and across the nation to extend the project's impact.

Method: "Steps to Self-Determination" is an 18-week instructional program developed for students with and without disabilities at the secondary level. It includes the following components: Know Yourself, Value Yourself, Plan, Act, Experience Outcomes and Learn. The schools selected to participate represent culturally and demographically diverse student populations. Project staff will work with each school to develop an individualized plan to promote self-determination in their setting. Participating schools will receive extensive inservice training and technical assistance support from project staff, which includes both the developers of the materials and site coordinators in each state. Videotape resources will be used to enhance training. Teachers who have successfully used "Steps to Self-Determination" in a wide variety of settings will be available to mentor teachers who are new to the curriculum. Curriculum implementation in each local district will also involve collaboration among school district staff, students, parents, and adult service providers.

Products: National dissemination of implementation strategies and results will occur through conference presentations, electronic bulletin boards, and newsletter and journal articles. A project web page and list serv will be established to disseminate information and to link teachers, parents, and students for problem solving and idea exchange. Dissemination efforts will be coordinated with state education agencies and transition systems change initiatives.

Grant Number: H324R980040

Project Achieve: Demonstrating the Impact of a Comprehensive School Reform Process to Improve the Academic and Social Progress of Disabled, At-Risk and Under-Achieving Students

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: Project ACHIEVE is a school reform project implemented in numerous schools that have large percentages of underachieving students who are at risk for academic and social failure and special education placements. The capacity of the project under this grant will be extended from the school-based level to the large-district level. Through its technical assistance and building-wide training focus, the project will continue to decrease student referrals to special education, decrease disciplinary problems, decrease grade retentions, and increase student achievement and academic skills through parent training and involvement.

Method: Project ACHIEVE involves a building-wide in-service training and implementation process that provides all school personnel with knowledge, skill, experience, and confidence in student-focused, intervention-based problem solving for academic and behavioral problems. Based at the University of South Florida, the project will extend these methods to three urban school districts, Baltimore, Cleveland Heights/University Heights, and Pinellas County. Project ACHIEVE will address the major service delivery components of IDEA, ensure interagency coordination at the demonstration sites, work for professional development and product development, and evaluate all components of the implementation process from various stakeholder perspectives.

Products: At the large-district level, the project will focus on student outcomes and evaluations and on replicating and disseminating information about its components.

Grant Number: H324R980042

Project BEAM: Promoting Lives that Shine. Outreach Training to Promote the Social and Adaptive Competence of Young Children Living in Urban Poverty

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: The purpose of Project BEAM is to promote the adaptive behavior and resilience of children and to support their families. Priority is given to children with special needs living in high-stress urban environments. The target populations for outreach training are professionals, paraprofessionals, and families from early intervention, preschool, and child care programs in designated urban areas.

Method: The project uses a model of training teams to disseminate its intervention frame of reference and employs validated methods of assessment and intervention to promote the social and adaptive functioning of children in natural inclusive environments. Teams from 15 agencies per year will participate in an institute that addresses coping-related content and training techniques. These teams will return to their individual agencies and implement on-site training. Project staff will provide co-teaching, consultation, and technical assistance to these teams.

Products: Project BEAM will institute an outreach training initiative to build the capacity of agencies to provide early intervention, preschool, and child care services for infants and young children from urban environments. Using the project model, over 2,000 practitioners and parents will receive direct training from the 45 agency teams. Workshops and conference presentations will be conducted as supplemental outreach activities.

Grant Number: H324R980045

Preschool Stress Relief Project (PSSRP)

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This project provides stress management training consultation and educational materials to 200 teachers and 225 parents of preschool children with disabilities at multiple sites within five counties in Georgia in an effort to reduce preschoolers' risk factors and increase their resiliency factors.

Method: The project will provide outreach activities at six sites for classroom teachers with a two-day training on the Preschool Stress Relief Project (PRSSRP) model, follow-up activities, technical assistance, and educational materials to implement in the PSSRP model in the classroom.

Products: Three Training of Trainers workshops for 50 community teachers will be conducted. The PSSRP model will be replicated at six sites through training 200 teachers and 225 parents in stress reduction coping skills which will impact over 500 children with disabilities.

Grant Number: H324R980047

Collaborative Planning Outreach Project

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: In response to national data which reveals that less than 50% of young children with disabilities, ages birth to eight, are served in natural environments such as child care, Head Start, kindergarten, first and second grades, and Chapter 1 programs, and 40% of young children with disabilities are in separate classes and schools, the Collaborative Planning Project will provide outreach training and technical assistance on coordinated, interagency systems planning for increasing inclusion opportunities for young children with disabilities and their families.

Method: Training will focus on the Early Childhood Systems Planning Model. Over the three-year project period, ten collaborative, interagency teams, including family members, located in four states and the Navajo nation will receive training and technical assistance.

Products: Outcomes include: coordinated systems, blended resources, improved interagency coordination, and increased inclusion at sites that collectively serve 5,000 children and their families. Nationwide workshops will be conducted and a systems planning guide will be produced.

Grant Number: H324R980058

The CMI - Outreach Project

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: The purpose of the Case Method of Instruction (CMI)-Outreach Project is to expand the use of CMI in early intervention preservice and inservice personnel preparation.

Method: A three-day training program will be offered to instructors in each of six states in the U.S., with a one-day follow-up session scheduled approximately six months following the initial training. Innovative features of this training include: 1) all instructors will participate in training with a partner or team to ensure that they have readily available support for implementing CMI in their own courses or workshops following their participation in training; 2) the curriculum will take participants through a progression of training activities to ensure adequate skills for conducting CMI after training; 3) all training participants will develop written plans for incorporating CMI into their existing training responsibilities (i.e., university courses, workshops/seminars); 4) a follow-up session will be held approximately six months after the initial training to assess participants' implementation of CMI and to address any concerns or areas of difficulty they may have experienced in using the method; 5) all participants will agree to assist in conducting at least one training event in their own state in which they share their knowledge, skills, and experience in using CMI with other preservice and inservice instructors (i.e., train-the-trainer approach); and 6) a state advisory board will be identified and convened in each of the six targeted states to help identify needs and to generate support needed by training participants to follow through with their plans to use CMI and to train others in the method.

Products: The project will conclude with the development and broad-based dissemination of a "how to" manual to assist instructors in incorporating CMI into their training events, the publication of journal articles, the creation and maintenance of a Web page, and presentations at regional and national conferences related to early childhood special education.

Grant Number: H324R980061

Kentucky Assistive Technology Outreach Project (Ky-ATOP)

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: The Kentucky Assistive Technology Outreach Project (Ky-ATOP) will build and support the capacity of local school districts to implement assistive technology (AT) to meet the educational and developmental needs of children with disabilities. The information, training, and technical assistance provided by Ky-ATOP will enable local educators, professionals, and parents to make appropriate choices for the use of AT to meet the provisions of the Individuals with Disabilities Education Act.

Method: The project is operated by the Council for Retarded Citizens of Jefferson County through its two existing Regional Assistive Technology Resource Centers. Collaboration with partner organizations, particularly the Kentucky Department of Education and special education cooperatives, enables Ky-ATOP's activities to be integrated into the larger state system, enhancing overall delivery of services and leveraging additional resources in support of project goals. Ky-ATOP builds upon a strong state policy and funding infrastructure to pursue goals and objectives at the local and regional levels by: 1) enhancing the capacity of local school districts to implement appropriate assistive technology, and 2) building a sustainable regional network of practitioners and support personnel to provide ongoing assistance for local AT implementation. The project is based on proven models for local team development and assistive technology training developed by the Florida Assistive Technology Educators Network and the Macomb Department of Education. Local teams of educators, specialists, administrators, and parents receive an ongoing sequence of training and technical support to build their knowledge and skills in evaluating student AT needs and implementing appropriate AT solutions. At the same time, regional support for local efforts is enhanced by coordination of efforts among service providers and the formation of networks among participants and resource persons. The project targets 60 of Kentucky's 120 counties, containing 51% of its students with disabilities. Also included in the target region are three of the state's four counties with the highest percentage of minority students.

Products: Process outcomes expected from the three-year project include: information dissemination to over 20,000 educators, professional specialists, and parents in 60 of the state's 120 counties; training for 43 teams, totaling over 280 teachers, administrators, professional specialists, and parents from 40 to 60 counties in the target region; formation of networks whereby team members share information and provide team and role-group support; and over 10,000 person-hours of local system support, with particular focus on decision makers at the district and school levels. Impact outcomes include: increased use of AT devices by K-12 students with disabilities in participating districts; use of proven training materials and methods in local professional development in 40 counties in its target region; and increases in indicators of local system capacity (AT funds spent, administrative support, parent support, and use of regional resources).

Grant Number: H324R980077

Project WIN: The Web Inclusion Network

Project Director: Robinson, Suzanne
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Beginning Date: 9/01/98
Ending Date: 8/31/01

Purpose: Project WIN will provide outreach training to educators on the topic of validated, effective inclusion practices that address the needs of children and youth with disabilities in general education classrooms.

Method: A model World Wide Web site will be developed with multiple outreach functions, including showcasing exemplary inclusive program features from a variety of demonstration sites across the country, and offering ongoing technical assistance and quality online training. Project management will involve innovative strategies which capitalize on the capabilities of the Internet as well as involving face-to-face interactions, telecommunication, and mail strategies. Institutionalization of the project will be facilitated by linkages with key state agencies, programs, and organizations.

Products: The project will disseminate, via its Web site, strategies for training and supporting service providers and families.

Grant Number: H324R980079

Replication Model Navajo Assistive Technology Loan Program - Navajo ABLE

Project Director: Winnegar, Andrew
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505-954-8521

Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This project of the New Mexico Department of Education's Technology Assistance Program will implement the Assistive Bank of Loan Equipment (ABLE), providing assistive technology to serve children with disabilities living on the Navajo Nation.

Method: The project will: 1) establish an ongoing fund for the Navajo Nation to defray the costs for assistive devices needed by Navajo children with disabilities; 2) establish a working assistive educational equipment loan program compatible with the individualized family service plans for children ages birth-3 years; 3) establish a functional assistive technology equipment loan program compatible with individualized education plans for children ages 3 through 21 with disabilities in school; 4) develop an assistive equipment loan program for Navajo youth with disabilities ages 18 through 21 years during their transition to postsecondary institutions; and 5) customize a software system tailored to Navajo needs to collect, coordinate, and disseminate information on the project regionally and nationally.

Products: The project will result in a model assistive technology program for children with disabilities that will be adaptable for other minority cultures and remote environments.

Grant Number: H324R980083

Paraeducator Supervision Academy (PSA) - Outreach

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Beginning Date: 9/15/98
Ending Date: 8/14/01

Purpose: The PSA (Paraeducator Supervision Academy) Outreach project will provide training to faculty and preservice students in schools and colleges of education, faculty in related services programs, staff developers and inservice school professionals, and parents in 30 replication sites. The primary goal of the training is to provide the PSA curriculum, instructional materials, and background knowledge to faculty who will prepare future professionals in the supervision of paraprofessionals.

Method: The delivery model relies on the creation of a multidisciplinary audience, including parents of children with disabilities, at the replication site. It will provide faculty with first-hand knowledge of paraeducator responsibilities and with materials for them to provide appropriate information to future teachers and related service providers. It will also assist staff developers in local education agencies (LEAs) to provide such training to inservice professionals.

Products: The project will demonstrate the PSA model at 30 replication sites and further disseminate it for use in the preparation of school professionals who supervise paraeducators.

Grant Number: H324R980097

National TEEM Outreach: Successfully Including Young Children in Kindergarten and Subsequent General Education Classrooms

Project Director: Fox, Wayne
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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: The purpose of this national outreach project is to support the inclusion of young children with disabilities in their local kindergarten and subsequent general education classrooms by disseminating and replicating a previously validated transition model, Project TEEM. The TEEM model promotes systematic transition planning from early childhood programs to kindergarten and beyond.

Method: The project will use the TEEM model of individualized transition planning to include at least 150 children with disabilities in kindergarten across 15 participating sites. The project will conduct a leadership institute every year at participating sites, provide on-site follow-up technical assistance, and establish a national advisory council composed of individuals who are actively involved in promoting inclusive education. Components of the project will be evaluated to assess impact on young children with disabilities, their families, educators, and schools, and these results will be disseminated statewide and nationally.

Products: Through this project, the TEEM model will be expanded to include transition planning services for many more children with disabilities and their families. The extensive dissemination efforts contained in the final stages of the project will ensure that the successfully evaluated components will be made available for interested parties throughout the country.

Grant Number: H324R980102

Parent Early Evaluation of Kids (PEEK)

Project Director: Squires, Jane
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541-346-2634

Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: The Parent Early Evaluation of Kids (PEEK) Outreach Project will assist state agencies, regional and tribal entities, and local health and education programs to develop comprehensive, low-cost systems for child-find and referral to special education services.

Method: The project will disseminate information on child-find systems using parent questionnaires, educate participants about the purposes of screening, improve child-find efforts in targeted states through dissemination of a collaborative multiagency approach, and assist participants to evaluate child-find efforts. To meet its goals, Project PEEK will use a train-the-trainer model, coordinated through early intervention and state directors of early childhood special education.

Products: Children and families will receive direct benefits through ongoing screening and timely referral to special education services, improvement of academic performance, and prevention of secondary delays. A valid and reliable child-find system using a parent-completed screening tool designed to screen and identify infants and young children at risk for developmental delay, such as provided by this project, will enhance the resources of states, tribes, local education agencies, and local service providers responsible for implementing child-find efforts and in creating large-scale, collaborative child-find systems.

Grant Number: H324R980105

CBSS Outreach Project: Computer-Based Study Strategies for Students with Learning Disabilities

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: The CBSS Outreach Project is designed to improve the academic performance, graduation rate, and lifelong learning potential of secondary students with learning disabilities by providing them with the skills and knowledge to use computers and other forms of advanced technology as tools for studying and learning. The

focus of this outreach program is to disseminate information about using computer-based study strategies (CBSS) as an intervention and to provide participating outreach sites in eight states with intensive and effective inservice training, technical assistance, and follow-up support.

Method: The outreach model for this project includes CBSS leadership institutes at participating outreach sites; hands-on workshops for teachers, parents, and administrators from participating schools; a continuum of technical assistance and follow-up activities using electronic and traditional means; an instructional World Wide Web site for follow-up assistance and education; and a World Wide Web-based course for in-depth learning and application to new environments.

Products: The project will increase the number of general and special education teachers who know about and teach CBSS, the number of parents of students with learning disabilities who are aware of and support CBSS, and the number of students who will use these strategies. It will disseminate information about using computer-based study strategies as an intervention for students with learning disabilities and provide participating outreach sites in eight states with intensive and effective inservice training, technical assistance, and follow-up support.

Grant Number: H324R980111

Laying a Foundation for the Future: High School Students in Transition

Project Director: Doren, Bonnie
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Beginning Date: 9/01/98
Ending Date: 8/31/01

Purpose: This project will pilot an instructional strategy and curriculum for addressing the issue of how to promote self-directed transition planning for high school students with or without disabilities. This project has been extensively developed, evaluated, and revised with the help of 300 teachers and 5,000 students and their families in Oregon and several states throughout the country. The purpose of this outreach project is to focus on delivering the curriculum within inclusive settings involving collaborative instruction and demonstrated features available within the curriculum not yet widely practiced and thoroughly evaluated. The project staff will conduct outreach activities and extensive evaluation of the curriculum in both urban and rural sites in New York.

Method: The project staff will select participating sites committed to teaching transition planning using a collaborative instructional model within inclusive settings. Each site will include an instructional team within a school, consisting of a special education teacher, a regular education teacher, a parent/advocate, and one or more student leaders. Over the course of the project, 20 sites will participate in implementing the program, involving a minimum of 30 instructional teams and 750 students and their families during the demonstration phase of the project. The project will provide instruction on self-directed transition planning within inclusive settings and will evaluate the immediate and long-term impact of the curriculum and instructional strategy.

Products: The project will document the critical factors that enhance the sustainablility of the curriculum and instructional program with a set of User Guides designed for teachers, administrators, parents, and students, and will disseminate the User Guides and information on student outcomes in a comprehensive and effective manner to users throughout the country.

Grant Number: H324R980112

Language is the Key: Constructive Interactions Around Books and Play

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Beginning Date: 9/01/98
Ending Date: 8/31/01

Purpose: The purpose of the project is to disseminate and replicate a validated intervention model called "Language Is the Key: Constructive Interactions Around Books and Play," which is designed to optimize first and second language development of young children with disabilities who are also limited in English proficiency, including children who speak Spanish as their first language.

Method: This project will enhance the ability of staff to facilitate language and emergent literacy development in target children in a variety of settings including school district center-based programs, Head Start programs, community-based child care programs, libraries, health maintenance organizations, and other agencies with a high probability of serving young children with disabilities who are limited in English proficiency. Staff will be provided with training materials to allow them to train parents to use the techniques with their children in their first language. Training materials and procedures will be adapted for additional linguistic and cultural groups. The project also will present methods for increasing staff's ability to work successfully with parents of diverse cultural and linguistic backgrounds and for optimizing the use of interpreters and translators in presenting training materials to parents with limited English.

Products: Teaching of staff trainers will be conducted so that outreach can continue beyond the project grant period. The project is designed to allow a variety of training formats to increase dissemination, including on-site training, distance learning for rural areas, and training-of-trainers.

Grant Number: H324R980113

Telepartners in Early Diagnosis and Intervention for Children with Disabilities in Remote Communities

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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: The project will apply a proven model of outreach from the University of Washington to six remote rural communities in Washington, Wyoming, Alaska, Montana, and Idaho (WWAMI) to provide needed services for children with disabilities. Project staff will use the existing WWAMI Rural Telemedicine Network for early identification and ongoing consultation via interactive video-teleconferencing (IVTC).

Method: The project will expand the availability of specialty consultation for children birth to 21 years, with emphasis on those aged three to 12 for whom the local education agency (LEA) needs advice about medical

conditions affecting educational progress. Project staff will provide on-site appropriate individual education plans (IEPs) for children who are health impaired (have neuromuscular disorders, attention deficit disorders, congenital defects, seizure disorder, or suspected fetal alcohol exposure), have an autistic spectrum disorder or serious behavioral disability, or have traumatic brain injury (encephalopathy) or orthopedic impairment, mental retardation, or a language or learning disability. The use of IVTC will enable more school and community representatives to consult directly with distant specialists rather than requiring the child (and family) to travel to a distant center for diagnosis and intervention recommendations. The project will use IVTC for specialty consultation with LEAs to ensure interagency coordination in local communities and multidisciplinary participation in the IEP process. Project staff will replicate the proven outreach model developed for consultation with rural physicians on children with low incidence disabilities. Bringing this model directly to LEAs will improve educational services to this population, especially those from families who have been traditionally underserved because of racial, cultural, geographic, and economic barriers.

Products: Dissemination of information about best practices for low incidence disabilities will occur directly through live IVTC consultation with experts and more widely through edited videotapes of these presentations available via videostream download from the project's Internet webpage or on videotape. The project will provide direct service to children in a five-state area which comprises 29% of the land mass of the United States, and wider dissemination to the entire nation.

Grant Number: H324R980120

Writing Lab Outreach Project

Project Director: Bahr, Christine; Nelson, Nickola
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Beginning Date: 9/01/98
Ending Date: 8/31/01

Purpose: The purpose of this outreach project is to improve the oral and written language skills of students with disabilities in grades 1 through 3. This collaborative effort will engage general and special education teachers in professional development activities, promote the meaningful inclusion of students with disabilities in the general education curriculum, and implement computer-supported writing process instruction as a context for language development.

Method: In each of the four elementary-school outreach sites, a development team will learn about the computer-supported writing process, implement an inclusive writing lab in their school, develop materials for the lab, plan training, act as trainers, and implement components of the approach with their own students.

Products: By involving parents as active participants in the intervention-team process and through the use of the computer-supported writing process as implemented by the teacher-teams in the participating schools, this project will provide students with disabilities greater opportunities to learn to read and write in settings with their peers, and to increase their ability to learn language skills. Dissemination activities will extend the model to a much broader national audience.

Grant Number: H324R980124

Cool School Outreach Project

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Beginning Date: 9/01/98
Ending Date: 8/31/01

Purpose: The purposes of the proposed Cool School Outreach Project are to disseminate information, provide training, and replicate Cool School, a high quality, academic, after-school program providing social development and therapeutic services for children at risk and children with disabilities in four schools in the state of Florida. This project is a model program that addresses the following major national concerns: 1) poor academic outcomes particularly for students from low-income families and students with disabilities; 2) violence and its precursors such as behavioral and emotional problems that increase over time because there has been no research-based intervention; and 3) the challenge of successfully including students with disabilities in regular education settings and preventing the initial identification and placement of at-risk children in special education.

Method: Four public schools in Florida (two urban and two rural) will be selected to develop, implement, and evaluate the project model. These target schools have high populations of vulnerable students, have school-linked services because of students' and parents' needs, are school-wide Chapter 1 schools, and have large numbers of referrals for special education and/or multiple incidents of violence. Project staff will provide technical assistance and will use a project-developed manual and materials to provide training during two summer training institutes at the University of Miami for personnel from the selected schools and will revise the manual based upon feedback from institute participants. The first institute will focus on building the capacity of local schools to plan, implement, and evaluate the project, and the second institute will focus on research-based practices for academic and social-skills instruction

Products: A staff development program will be published for replication in Florida and nationally; videotapes of the planning and implementing process at the four schools will be developed; and the training manual, related materials, and videotapes will be disseminated nationally.

Grant Number: H324R980128

Networks - MultiState Collaborative Outreach Project to Promote Student Involvement in Transition Planning

Project Director: Powers, Laurie
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Beginning Date: 10/01/98
Ending Date: 9/30/01

Purpose: This project will demonstrate student-centered intervention approaches to assist secondary students with disabilities to become successfully involved in their own transition planning. The model for this project is

an integrated, ecologically based approach that involves coaching for youth in the application of transition planning involvement skills, mentorship, peer and parent support, and training and technical assistance for staff.

Method: The Networks Outreach project will systematically and collaboratively move its intervention model to other schools, educational agencies, and community programs in Oregon, California, and Texas. It will mount this extensive outreach effort to capitalize on the information and site expertise already developed in the model, enhancing the capacity of local providers to promote the involvement of secondary-age students in their transition planning. Model demonstrations will be set up in each state, and outreach teams will be trained to prepare them to provide training and technical assistance to sites in their states.

Products: The model will be described in comprehensive field-test intervention manuals which will be revised to accommodate the diversity of local conditions within school districts across the nation. The manuals will include a detailed framework for systematic dissemination of the model, implementation activities, and detailed discussion of outreach procedures.

Grant Number: H324R980130

Secondary Special Education/Transition Preservice Training

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Beginning Date: 9/01/98
Ending Date: 8/31/01

Purpose: The goal of this outreach project is to develop, disseminate, and facilitate adoption of content and strategies for preparing preservice special educators and related professionals to provide secondary special education and transition services. The model on which this outreach effort is based is the Secondary/Transition Program at the University of Kansas.

Method: The design of this project involves assisting participating institutions of higher education (IHEs) through intensive training for faculty, ongoing technical assistance to support delivery of the content, and policy analysis to assist IHEs in institutionalizing the preservice training. Up to 15 IHEs from across Kansas and the midwest will develop strategies to provide quality preservice transition training that is appropriate for their specific contexts. Four options will be used: 1) developing a master of education program in secondary special education/transition; 2) creating a specialization within current special education certification programs leading to an emphasis in secondary special education/transition; 3) designing and offering elective coursework in secondary special education/transition; and 4) enhancing current course offerings with updated and easily accessible information on transition planning and services.

Products: National dissemination of information related to state-of-the-art delivery systems for personnel preparation in secondary/transition will occur.

Grant Number: H324R980147

The Core Science Programs: Dissemination and Effective Implementation

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Beginning Date: 10/01/98
Ending Date: 9/30/00

Purpose: This project will support regular and special education teachers in addressing the science education needs of students with learning disabilities. The project provides: 1) validated programs that maintain high academic standards with clear performance goals; 2) general curriculum programs validated for all students, including children with disabilities, and 3) a model that delivers quality instruction in a range of environments and provides student monitoring tools and staff development resources in a seamless, cost-effective implementation.

Method: The three core concept science programs that will be used address most of the physical and earth science concepts taught between Grades 3 and 12. The series begins with "Problem Solving with Elementary Earth Science," moves to junior high "Earth Science," and then "Chemistry and Energy." The programs are designed for group and individual instruction. All programs require in-program student assessments and immediate instructional adjustments. The instructional model was validated through published research by independent investigators. The critical attributes of the model are: 1) a central emphasis on teaching the most important core science concepts to all learners; 2) the integration of staff development in day-to-day instructional delivery; 3) the extensive use of technology to ensure access and cost-effective replications; 4) staff development activities that increase the confidence and competence of teachers in teaching science in all settings; and 5) the use of visual-spatial displays that exemplify all the "Big Ideas."

Products: The population to be served in this project includes: Year 1: Five implementation and demonstration sites, which are defined as one or more school buildings in a district; Year 2: An additional five implementation and demonstration sites and ten trainer-of-trainer sites; Year 3: An additional five implementation and demonstration sites and an additional ten trainer-of-trainer sites. In addition to direct support to the above-listed 35 sites, all instructional products and staff development tools will be made available to all interested sites.

Grant Number: H324R990003

CASCADES Project: Creating and Sustaining Change across Diverse Early Intervention Systems

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: The CASCADES project is designed to improve the quality of early intervention/early childhood special education services through a systems-level change approach. Three systems changes will provide the substance for this outreach project: linking assessment, intervention, and evaluation; adopting a naturalistic approach to intervention; and promoting meaningful inclusion of families.

Method: The project's two major components are: 1) training, to continue the efforts of the previously funded demonstration project which focused on implementing proven models in assessment and intervention, and 2) product development, to design, produce, and distribute high-quality training materials and products to ensure long-lasting impact of training. Training and technical assistance will be provided to at least 10 individuals in each of 9 states. These individuals will include administrators, coordinators, family members, and interventionists. These individuals will become Stakeholder Trainers and will be provided with information and follow-up support so they can pass along the learned information to produce systems-level change.

Products: Through adoption of a train-the-trainer model, the project's direct impact will be disseminated to other personnel and sites. Training materials will be distributed to provide trainers with structure and support as they increase and sustain knowledge at training sites. These training materials will include videotapes, manuals, and assessment products for each of the three systems change concepts. Some of the training materials will be made available in Spanish. In addition, project findings will be disseminated through presentations at conferences and publication in appropriate journals and book chapters.

Grant Number: H324R990005

National Interagency Coordinating Council Parent Leadership Support Project

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Beginning Date: 5/01/99
Ending Date: 4/30/02

Purpose: The Federation for Children with Special Needs has developed a parent leadership support model with input from parent leaders in 25 states across the country. Based on a series of national training institutes and participatory inventories of needs and issues for parent leaders, the model focuses on key areas of concern.

including Part C of the Individuals with Disabilities Education Act, leadership and constituent representation, understanding organizational systems, data collection. and using personal experiences to amplify policy issues.

Method: The project model supports leadership development in three key areas: a national Leadership Institute designed to afford participants a replicable model of leadership support and training, technical assistance to states participating in the institutes to support their respective leadership events, and ongoing technical assistance to states engaged in leadership development activities. The project will provide support through on-site, in-depth training aimed at skill building and knowledge development; it will provide a compendium of resources related to parent leadership on state interagency coordinating councils (ICCs); and it will establish peer leadership networks. These and additional support services and products will be extended to teams and individual parents and professionals throughout the country.

Products: As a result of the project, ICCs will be better able to meet parent training needs and will be better able to recruit parent leaders from the field. A strengthened and diversified parent voice will have a more effective impact on policy development related to services for young children and their families. Parent participation in leadership roles in other educational and service settings will increase.

Grant Number: H324R990006

Partners Plus Outreach — Respite, a Part C Family Support Service

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Beginning Date: 10/01/99
Ending Date: 9/30/02

Purpose: The purpose of Partners Plus (PP) Outreach is to replicate a family-centered model designed to expand respite care (temporary child care) options for families of young children with disabilities ages birth to three through training of families and caregivers, and to increase awareness of and use of the Partners model and its products through dissemination activities.

Method: PP Outreach uses a four-step process that begins with selection of replication sites. Local planning groups (LPGs) plan for replication to ensure that the unique needs of their communities are met by the model. PP Outreach provides continual support and technical assistance to LPGs through their implementation and evaluation of the model. In training, family and caregivers learn about caring for children using their daily routines, discover the challenges children with disabilities experience, and develop skills to build successful long-term partnerships with each other. After training, families and caregivers receive continuing support as they interview each other, participate in individualized training, and work together in respite. Using a local planning group to plant support, replication promotes community partnerships among families, early intervention providers, LEAs, and others and begins to build a community home for the model.

Products: PP Outreach has created four manuals to help families and caregivers develop respite relationships to help communities replicate the model. These products provide communities with a step-by-step process for creating Partners programs in their localities and help families and caregivers develop individualized training.

Grant Number: H324R990008

The Development of Therapy-Teaching Model: Outreach for Troubled Children and Teens through a Regional Trainers Network

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Beginning Date: 10/01/99
Ending Date: 9/30/02

Purpose: The purpose of this outreach project is to assist educational and other agencies in implementing Developmental Therapy-Teaching, a proven educational model for students with severe social-emotional-behavioral disabilities (SEBD) in inclusive, partial, or special education settings. This will be accomplished by providing in-depth outreach services to selected states, local agencies, and individuals to facilitate the effective replication of the model by leadership personnel who are currently responsible for supervision/coordination of programs serving these students. By focusing on leadership skills, a supportive, dynamic national network of skilled personnel will be established which will continue beyond the funding of this project, for independent model outreach activities and new replications.

Method: Specific project tasks are: training trainers (12 leadership individuals will be certified to provide inservice training to others); site development for model replication (96 personnel will be trained at 12 replication sites to use model practices effectively and to implement the practices with students with SEBD to achieve specified IEP social-emotional goals); and a trainers network, which will use graduated trainers to provide outreach for model implementation to nine additional sites and 144 students with SEBD.

Products: Awareness materials will be disseminated to about 1,500 individuals on the needs of students with SEBD and how model practices can be used to meet these needs. Total outcomes for this project will be 12 sites replicating the model with fidelity, 12 certified trainers, 168 trained personnel, and 252 students benefiting directly. It is anticipated that the certified trainers will continue outreach activities independently after the grant funding period and that trained personnel will continue to provide exemplary services to new groups of students annually.

Grant Number: H324R990009

SPIES Outreach: Curriculum and Internet Support for Use of Naturalistic Intervention Strategies with Young Children with Disabilities

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Beginning Date: 7/01/99
Ending Date: 6/30/02

Purpose: This project will increase the capacity of agencies and institutions to teach naturalistic intervention strategies, will increase the capacity of agencies whose missions include technical assistance and dissemination of information, will build the capacity of individual participants to use naturalistic intervention strategies with young children with disabilities, and will build the capacity of family members and others to participate effectively as team members in development of the Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP).

Method: The project will accomplish its goals by disseminating a validated curriculum, Strategies for Preschool Intervention in Everyday Settings (SPIES), which is designed to teach adults to use strategies of demonstrated effectiveness, collectively termed naturalistic instruction, as they serve young children with disabilities and their families. The project will nationally disseminate the curriculum to agency personnel and faculty of institutions of higher education and to partner agencies such as Parent Training and Information Centers and Regional Resource Centers. The project will also disseminate an adapted SPIES curriculum via the Internet to family members and regular educators, and it will develop and provide support procedures to enhance the probability that adults successfully use the strategies with young children with disabilities. Dissemination of the SPIES curriculum is intended to ultimately benefit five different participant groups: preservice early childhood and early childhood special education students; Head Start personnel; child care personnel; local education agency preschool personnel; and IEP/IFSP team members, especially families of young children with disabilities.

Products: At least 495 individuals will learn to use naturalistic intervention strategies, and these individuals are estimated to serve a total of at least 9,900 children. At least 620 individuals are expected to access the Internet curriculum. Also, partner agencies are expected to refer at least 25 additional sites to the project.

Grant Number: H324R990012

Family Enhancement Outreach Training Project

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Beginning Date: 10/01/99
Ending Date: 9/30/02

Purpose: The Family Enhancement Outreach Training Project will focus specifically on promoting competencies in practitioners to assume the types of roles needed to be responsive to the individualized needs and priorities of families. Implementing these competencies requires significant expansion in the roles that early intervention practitioners assume in their work with infants and toddlers and their families. The project will use a family-centered assessment and intervention model that evolved from model-demonstration and research projects focused on the best ways to support and strengthen family functioning.

Method: The outreach training model will use a collaborative, multidisciplinary team training context to promote interventionists' skills in ways consistent with the evidence and procedures derived from studies of other successful models. Onsite training will be conducted in the context of the multidisciplinary teams that provide services. Parents of young children with developmental disabilities or at risk for developmental delays will participate as integral members of the early intervention team, promoting family involvement in all aspects of early intervention programs.

Products: As a result of working with early interventionists and parents participating in the outreach training, the project will contribute to knowledge about family-centered intervention practices. The Family Enhancement Outreach Training Project is expected to produce positive results in the range of training opportunities and the number of persons served by such programs. The project will develop a manual for use in replicating the training model for promoting the competencies of early intervention practitioners. Project results will be presented at professional conferences and distributed through national clearinghouses.

Grant Number: H324R990018

Making the Right to Communicate a Reality for Children with Severe and Multiple Disabilities: Outreach II

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Beginning Date: 10/01/99
Ending Date: 9/30/02

Purpose: This project will address the needs of the young child with severe and multiple disabilities who is not able to use speech, manual signs, and high-tech communication devices. The goal of this project is to dissemi-

nate effective alternative communication intervention strategies to early childhood professionals, parents, and speech-language pathologists across the nation in a manner that will promote long-term impact.

Method: The project constitutes the second phase of a recently completed outreach project that has targeted communication intervention in the early childhood population. It will directly train professionals and family members who are involved with nonverbal children, birth to eight years old, who experience severe and multiple disabilities that impact upon communication skills development, such as severe mental retardation, sensory impairments (including deaf-blindness), autism spectrum disorders, and severe orthopedic impairment. The training, which will include the area of presymbolic communication, is three-tiered. Level I training workshops, conducted in six targeted states, will reach up to 900 participants. Level II training, reaching up to 75 participants, involves intensive long-distance training using videotapes and a trainee support network. Level III involves a trainer-of-trainers workshop for those who successfully complete the first two levels of training and includes up to 75 participants.

Products: This project will work to increase knowledge of appropriate communication intervention for children with multiple disabilities, to improve communication intervention skills of target children, and to teach communication intervention strategies to other professionals and parents. Access to a cadre of regional experts will be available to help staff and families encourage communication in target populations. This increased knowledge will also assist parents to ensure continuity of communication intervention for their children throughout the school years.

Grant Number: H324R990022

Regional Collaborative on Positive Behavior Support

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Beginning Date: 7/01/99
Ending Date: 6/30/01

Purpose: The purpose of this outreach program is to improve the outcomes for young children, adolescents, and young adults who have challenging behavior and who live in the tri-state area of Pennsylvania, Virginia, and West Virginia and two regional resource centers (Great Lakes and Mid-South).

Method: The project will strategically expand outreach on individual, classroom-based, building-based, and district-wide systems of behavioral support. The project will replicate and expand positive behavioral support curriculum and training, it will build the capacity of education agencies to provide behavioral support, and it will serve as a national model for future outreach activities. A regional collaborative approach will be used because it builds on the capacity of the consortium and expands the impact within the consortium and to states within the two regional resource centers that host consortium member states.

Products: The project will develop and disseminate relevant information and provide intensive training and technical assistance across selected states within the tri-state region and regional resource areas. The training and technical assistance provided will positively impact the development of effective preservice and inservice personnel activities and will also foster the development of policies conducive to further embedding positive behavior support approaches within each state's educational policies.

Grant Number: H324R990023

SpecialCare Outreach: A Project to Increase Natural and Inclusive Child Care Placement Options for Children with Disabilities

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Beginning Date: 10/01/99
Ending Date: 9/30/02

Purpose: The purpose of SpecialCare is to increase the natural and inclusive child care placement options within the context of the individualized family support plan (IFSP) or individualized education plan (IEP) for children with disabilities from birth to five and their families through these four goals: 1) to coordinate activities with Part C, child care licensing, referral, and state education agencies; 2) to replicate the SpecialCare model of training for home- and center-based child care providers in coordination with local interagency coordinating councils (ICCs) or planning groups; 3) to foster linkages among child care providers, families, and early intervention and early childhood special education services; and 4) to ensure that SpecialCare responds to the needs of families and caregivers.

Method: The project will replicate the SpecialCare model with local ICCs or local planning groups in five to seven communities within three to five states in year one. SpecialCare works through ICCs or planning groups made up of key stakeholders, including families, to provide training for home- and center-based child care providers and to prepare each replication site to continue training after outreach assistance is complete. At each site, local replication trainers will participate in project training to familiarize them with SpecialCare content and methods so that they can carry out training in their own communities supported by project materials and technical assistance.

Products: Two project products, "The SpecialCare Curriculum and Trainer's Manual" and the "Planning Guide for SpecialCare Training," will be disseminated nationally, targeting agencies with responsibility for training child care providers.

Grant Number: H324R990025

Oklahoma First Step Project: Kindergartners on the Path to Prosocial Behavior

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: This outreach project will assist teachers and parents in Oklahoma by replicating a proven secondary prevention model for anti-social behavior in kindergartners. The "First Steps to Success" program, developed at the University of Oregon, is a joint home and school intervention that helps at-risk children make a successful

start in school by teaching them to get along with teachers and peers and to engage in schoolwork. There are three components to the model: an easy-to-implement screening of all kindergartners; a school intervention involving the child, peers, and teachers that teaches a prosocial pattern of school behavior; and a home intervention that enhances parents' ability to support and improve their child's school adjustment and performance.

Method: The project will implement and institutionalize the model intervention in urban, suburban, and rural districts with 24 kindergartners during the first two years. Schools will be assisted as they incorporate the intervention in their existing programs, and technical assistance will be available for up to a year after funding. Workshops will be offered in six rural regions of the state, with subsequent technical assistance. Additional training will be provided to participating teachers during week-long summer institutes.

Products: . During the third year, the project will focus on dissemination of the model throughout Oklahoma. Other dissemination activities include: development of a web site that features access to assistance, project outcomes, and products; collaborative presentations at conferences that will reach a variety of stakeholders; and distribution of publications to publicize and highlight examples of implementation and outcomes in Oklahoma.

Grant Number: H324R990032

Outreach Project on Implementing Best Transition Practices in Post-Secondary Settings for Students 18-21 with Significant Disabilities

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Beginning Date: 10/01/99
Ending Date: 9/30/02

Purpose: This outreach project will provide technical assistance to Maryland school systems to promote the creation and improvement of comprehensive programs and individual support systems in postsecondary settings for students with significant developmental disabilities, aged 18-21, who are still receiving services from the public school system.

Method: The project staff from the University of Maryland, working in conjunction with personnel from the Maryland Transition Initiative and the Division of Special Education of the Maryland State Department of Education, will document, compile, and disseminate, both statewide and nationally, information regarding best practices and implementation strategies for supporting individuals with development disabilities in postsecondary settings. Project staff will facilitate networking between existing programs and emerging programs and will provide on-site technical assistance to local school systems interested in revising or implementing postsecondary programs or individual support services. Training will be provided to project participants in accessing the project Website to ensure continuous networking and information sharing.

Products: Training and dissemination activities will include: conducting statewide workshops; producing a variety of written materials (working papers, fact sheets, monograph) dealing with implementation guidelines, fiscal and policy issues, and program evaluation strategies; and creating a project World Wide web site.

Grant Number: H324R990042

Outreaching Locally Proven Transition Practices Through Regional University and LEA Networks

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Beginning Date: 9/01/99
Ending Date: 8/31/02

Purpose: This project will improve outcomes for youth with disabilities by outreaching exemplary and locally proven transition practices. It will support the goals of IDEA by infusing self-determined, outcome-oriented, and curriculum-referenced transition practice into preservice and inservice programs in the Great Lakes Region. The project will provide valuable information on using institutions of higher education to create partnerships among preservice and inservice providers and model local education agencies (LEAs) to implement exemplary transition practices and models.

Method: The project will develop Regional Cross-Training Partnerships at the University of Toledo and Kent State University consisting of preservice, inservice, school-to-work, professional development and parent/student advocacy and training agencies to identify exemplary transition practices for implementation in each region. The project will also develop three model sites in each region to pilot these transition practices/models with the support of regional cross-training partnerships and LEA stakeholder teams.

Products: The project will disseminate, infuse, and replicate locally successful transition practices through university-sponsored regional conferences and follow-up training at model sites. The project will be replicated in two other Ohio and Great Lakes universities, and manuals will be developed for administrators and educators on successfully replicated practices.

Grant Number: H324R990044

ENRICH Outreach

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Beginning Date: 7/01/99
Ending Date: 6/30/02

Purpose: The purpose of this project is to provide outreach and assistance to early intervention providers in implementing the ENRICH model of early intervention service delivery. The ENRICH model is a community-based, family-driven, transdisciplinary model that integrates therapeutic strategies into children's daily life activities.

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Method: The ENRICH model has significantly benefited Part C-eligible infants and toddlers who have motor disabilities and their families through demonstrated gains in child independence and parent feedback on satisfaction surveys. ENRICH will work with sites within the states of Colorado and Wyoming during the first year. Additional sites will be selected for the following years. The project will work collaboratively with early intervention providers in Colorado and Wyoming to provide training on the ENRICH model. Training will incorporate distance learning via teleconferencing, mentoring, and demonstration of ENRICH techniques. PRODUCTS: Presentations will be offered at national, state, and regional conferences. Articles describing the ENRICH model will be submitted to early childhood/early intervention journals. The ENRICH World Wide Web site will be developed to disseminate information. Finally, the ENRICHment Guide will be furthered developed and published to describe computer software that can be used by therapists by helping them focus on the subject's life situation and stage of development. The software will provide treatment options in parent-friendly language and format, specifically designed for typical environments.

Products: The effectiveness of this model with infants and toddlers with disabilities and their families has been demonstrated in previous field work in which children made significant gains in their independence within their home and community settings. Additionally, parents reported that daily routines were more pleasant and easier after receiving services through the ENRICH model.

Grant Number: H324R990045

Project KITE Outreach (Kids Included Through Technology Are Enriched)

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Beginning Date: 10/01/99
Ending Date: 9/30/02

Purpose: The KITE (Kids Included through TEchnology) model is designed to foster inclusion of children with disabilities in culturally sensitive ways through the use of assistive technology. The project focuses on children, ages 3-8, from low-income backgrounds and from a variety of cultures.

Method: The KITE model includes four components: teaming, training, technical assistance, and technology access. Teams focus on a young child with disabilities and include the child's parent, teacher, and a special services provider who participate in KITE training. Technical assistance is provided to the teams. Children have access to computers, software, and assistive technology devices during and after training.

Products: KITE products include brochures in four languages, a training curriculum, a handbook for teachers, and a videotape for parents around the theme of including young children in natural settings with technology. Outreach KITE will replicate this model in new geographic locations with diverse populations and will train selected teams to replicate the model in additional sites.

Grant Number: H324R990047

Progress in Outreach Providing Reasonable Outcomes on Growth to Evaluate Students and Systems

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Beginning Date: 8/01/99
Ending Date: 7/31/02

Purpose: The purpose of this outreach grant is to train teachers in the replication of a proven, research-based model to improve services for students with disabilities using curriculum-based measurement to evaluate instructional outcomes. It integrates four educational objectives into a model of intensive training and effective replication in other schools across the state.

Method: The model selected for outreach includes teacher and paraprofessional training in curriculum-based measurements and replication of the model in different districts using expertly trained teachers. This project will result in the training of 48 teachers and 48 paraprofessionals in the implementation of curriculum-based measurement in their classrooms, with 24 of these teachers having the experience and knowledge to independently conduct training of others. Three cohort groups of teachers will be trained during the project. During the third year of the project, teachers from the first cohort will replicate the model in their own districts.

Products: Teachers trained by this project will continue dissemination activities well beyond the grant. Parents and other school personnel will also benefit from the training, thus extending the outreach of the project after the completion of funding. Preparation of products such as sample Individualized Education The project's training materials will be useful to parents, administrators, teachers, and students with disabilities, and wide dissemination of information and materials will take place through current technology; training materials; university publications; and presentations at local, state, and national conferences.

Grant Number: H324R990066

Expanding the Circle: Improving Outreach Services to American Indians with Disabilities in Rural Minnesota in Preparation for Postsecondary Education

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Beginning Date: 10/01/99
Ending Date: 9/30/02

Purpose: This project represents a collaborative effort to promote the successful transition of American Indian students with disabilities to postsecondary education settings. Using effective practices and strategies developed as a result of the Circle of Learning project, this outreach project will expand the application of practices to five

American Indian reservations in Minnesota. The project will serve as a model of services for those who wish to implement a culturally appropriate, non-threatening approach to successful transition and it represents one of the first efforts to merge the concept of transition services with that of cultural traditions of American Indian students.

Method: The project will provide several types of coordination and facilitation, technical assistance, and training services that will advance the overall goal of improving the postsecondary education outcomes of all American Indian youth with disabilities. To accomplish this goal, project staff will provide several types of services, including: 1) capacity-building through a cadre of American Indian outreach trainers, 2) training and ongoing technical assistance services for secondary case manager and postsecondary staff, 3) training implementation for American Indian students with disabilities, and 4) product development and information dissemination designed to reach all tribal colleges in the country.

Products: Information about the program will be disseminated to a variety of national and state sources, including general academic institutions as well as all the tribal colleges in the nation, state social service agencies, and consumer and parent advocacy organizations. Dissemination methods will include printed materials; a Website; and presentations at regional, state, and national conferences.

Grant Number: H324R990068

Reading Strategies Online: An Outreach Model for Linking Teachers to Research-Based Instructional Practices

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Beginning Date: 7/01/99
Ending Date: 6/30/02

Purpose: The purpose of this outreach project is to translate, into a computerized format, instruction for teachers on three reading comprehension strategies that have been validated by the University of Kansas Center for Research on Learning (UK-CRL). The only current method for teaching these strategies is a series of workshops, which reaches only a fraction of those teachers who work with adolescents with reading disabilities. This project will convert the training sequence and related learning activities into modules that can be accessed through an online or a CD-ROM format.

Method: Making the validated reading strategies available online or on CD-ROM will afford several advantages to teachers, including: the ability to access the instructional modules at times most convenient to them; the ability to review the instruction in its original form as often as needed, until mastery is achieved in the application of the targeted strategy; self-assessment activities built into each segment of the module to provide meaningful feedback to the teacher during the learning process; and accessibility of assistance through a troubleshooting section and through live e-mail.

Products: The project will enable teachers to readily access the systematic training in the three targeted reading strategy packages validated by the UK-CRL. A conceptual module or template for preparing instructional modules on validated interventions will be made available to other developers and researchers, and will help close the gap between research and practice in special education. As a result of the project, potentially thousands of students with disabilities will be provided with instruction in reading comprehension strategies, which in turn

will help them to improve their grades and give them better access to the general education curriculum. This, in turn, will make them more likely to graduate from high school and enroll in additional training or education.

Grant Number: H324R990071

Through Shared Windows: A New Model for Assessment

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Beginning Date: 7/01/99
Ending Date: 6/30/02

Purpose: The Through Shared Windows Outreach Model addresses the need to provide available, innovative early assessment processes and intervention strategies for children who need critical support for early learning that reflects current knowledge. The project is based on an observational assessment process that uses shared frames of reference from multiple fields to address the supports for and interferences with a child's performance.

Method: This project will offer in-depth training in the observational assessment of young children. The model offers a process for meeting children and families, hearing the families' perspectives and involving them as full team participants, observing children in multiple settings and making inferences from these observations, reaching team consensus about the meaning of observations and inferences, and making practical suggestions for supporting a child's performance and development. The Performance Competence Framework set up by the project will lead teams to consider multiple areas affecting the child and also serve as an oversight function.

Products: The project will develop products in multiple formats that include videotape, a training manual, experiential activities, and inservice and preservice training materials. The outreach project will be able to train and support large numbers of professionals and family members through distance education and telecommunications supports. Approximately 10,000 children and families will benefit from this training. The project will also provide support to states to incorporate this model and the training strategies into their own state training systems. Personnel in partner states will be able to better assess the performance of children and to plan interventions.

Grant Number: H324R990074

Development of a National Network of C-Print Service Providers

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Beginning Date: 8/01/99
Ending Date: 7/31/02

Purpose: This partnership between a research and development group at the National Technical Institute for the Deaf and the San Diego (California) City Schools will develop a national network of trainers and service providers for a real-time speech-to-print transcription system that can be employed as a support service for deaf and hard-of-hearing students. There appears to be a large pool of potential C-Print captionists, but training is now largely limited to the northeast United States.

Method: This project will work to increase the availability of C-Print support services to deaf and hard-of-hearing students across the country by training: ten C-Print trainers in a national network and in ten geographically diverse sites; 105 captionists nationwide; and a second C-Print master trainer. It will evaluate the effectiveness of a national network of C-Print trainers and captionists by training seven site facilitators in four states to oversee local delivery of C-Print services, and by developing troubleshooting and local practice manuals for site facilitators, certification requirements for C-Print captionists, and mentoring practices for C-Print trainers. The C-Print system employs a laptop computer and uses ordinary word processing software, which is aided by a computerized abbreviation system to substantially reduce keystrokes. The system is designed for use by typists with reasonably fast typing speeds who undergo approximately a month's training with the abbreviation and text condensing systems.

Products: This project will disseminate information nationwide about C-Print and training opportunities by developing a C-Print World Wide Web site and developing marketing materials in paper and electronic formats.

Grant Number: H324R990078

Philadelphia Inclusion Network

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Beginning Date: 7/01/99
Ending Date: 6/30/02

Purpose: This outreach project will further knowledge of effective strategies for including children with disabilities in natural environments, including child care and community resource settings by: 1) replicating a successful training model, the Philadelphia Inclusion Network (PIN) in urban child care settings; and 2) extending this model to include staff who work in family day care settings and in community settings such as libraries, recreation centers, playgrounds, etc.

Method: The project will build local capacity to provide inclusive child care and opportunities for young children with disabilities and developmental delays and their families to participate in the variety of community settings that are accessed by typically developing children of the same age. Capacity will be built by: 1) increasing the number of child care centers that include children with disabilities by training 360 child care center staff in Philadelphia and 120 staff in Pittsburgh; 2) building capacity of family day care providers to include children with disabilities by developing and implementing a training program specific to family child care and by providing training for a minimum of 70 providers; and 3) increasing opportunities and capacity for young children to participate in the non-educational natural settings in their communities by developing and implementing training for a minimum of 40 community resource staff. Primary features of the PIN model include: 1) neighborhood-based training and networking; 2) individualization of training course curriculum based on self-assessment, structured observation of center classrooms, and discussion with center directors or supervisory staff; 3) a longitudinal and individualized training program that includes 10 2-hour sessions and on-site consultation visits; 4) completion of an in-depth instructional unit that focuses on adaptations for children with disabilities; 5) evaluation of the impact of staff participation on the quality of care and education provided in each classroom; and 6) voluntary participation in additional follow-up sessions that focus on materials and adaptations for children with special needs.

Products: Project results will be disseminated within Pennsylvania and to other major cities across the country through the distribution of training materials and packages. A quarterly newsletter will be produced, one article per year about the training project will be published, and information about the projects will be disseminated at state and national conferences.

Grant Number: H324R990079

TaCTICS: Therapists as Collaborative Team Members for Infant-Toddler Community Services

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Beginning Date: 10/01/99
Ending Date: 6/30/02

Purpose: This outreach project will address the challenges associated with delivery of recommended infant-toddler practices by providing "how-to" information for teams of family members, physical therapists, occupational therapists, speech-language clinicians, early interventionists, and administrators. TaCTICS addresses the assurance of meaningful family participation and decision making in the assessment-intervention process and offers strategies for assuring effective interdisciplinary and interagency collaboration.

Method: The training content and procedures for this outreach model build on previous validated models and consist of four discrete, replicable, and interacting components developed and presented by a team of direct service providers (parents, speech-language pathologists, occupational therapists, physical therapists, and early interventionists). The program components are: 1) routines-based assessment in natural environments; 2) linking assessment to intervention through team planning; 3) using daily routines as a context for intervention; and 4) involving care providers in teaching/learning. These components have been demonstrated to be effective and are supported by print and video materials, allowing each to be adopted and replicated. Participating outreach sites will prioritize the components that best match self-identified needs.

Products: Outreach training and follow-up assistance will be provided to four new outreach sites per year, for a total of at least twelve programs, with an estimated impact on 225 inservice professionals and 750 children and families. Dissemination activities in collaboration with the state agency's training unit are expected to impact at least 50 agencies and 500 inservice professionals.

(84.324S)
Research Institute to Improve Results for Adolescents with Disabilities in General Education Academic Curricula

Grant Number: H324S990001

The Institute for Academic Access: A Research Institute to Improve Results for Adolescents with Disabilities in General Education Academic Curriculum

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Beginning Date: 9/01/99
Ending Date: 8/31/04

Purpose: The Institute for Academic Access (IAA) will conduct research to create instructional methods and materials that will provide students with disabilities authentic access to the high school general education curriculum. Additionally, the project will work with the staff of other research institutes and a variety of other professional and advocacy organizations to ensure dissemination to a wide audience.

Method: The IAA will bring together eight investigators to work under a common conceptual framework to build an understanding of high schools as they relate to students with disabilities, to construct interventions that improve the performance of these students, to determine the effects of the interventions with regard to student outcomes, and to integrate the interventions into a comprehensive instructional model. Training and research opportunities will be provided for graduate students.

Products: The IAA will create effective instructional interventions that can be used across the subject areas. It will develop effective ways to help teachers learn about and implement those interventions and it will develop effective ways for helping schools to reform their educational processes. The institute will create tools to improve the performance of students so that they are active participants in the learning community, earning average or above-average grades, and meeting specified standards in the general curriculum. Finally, it will disseminate its findings nationally to practitioners and trainers through manuals, videotapes, workshops, and other media.

(84.324T)
Model Demonstration Projects for Children with Disabilities -- Directed

Grant Number: H324T990001

Baltimore Transition Connection: Integrated Community-Based Education for Young Adults with Disabilities

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: The Baltimore Transition Connection is designed to improve the employment prospects of youth with significant disabilities and to decrease the circumstances that produce educational segregation for them. It will do this through the sequential, system-wide implementation of an age-appropriate, community-based transition program in the Baltimore City Public School System (BCPSS).

Method: The model will be implemented through the careful re-deployment of BCPSS staff, the redesign of curriculum, the cooperation with post-secondary educational institutions, collaboration with adult service providers, and participation of youth with disabilities and their families. The program will be entirely community-based and in age-appropriate environments. The instructional design will be highly individualized, based on the students' Individualized Education Programs, and will emphasize community experiences, especially those that are work-based.

Products: Targeted instructional outcomes will include students exiting their education with a job intended for long-term employment, as well as with ongoing support from adult service entities. By the end of the federal support of this project, the educational delivery model will have been instituted for the majority of youth served by BCPSS. Dissemination of project materials will be done through the Maryland Transition Initiative and through journal publication and conference presentations.

Grant Number: H324T990006

Enhanced Child Find through Newborn Hearing Screening

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: This project will develop, implement, evaluate, and disseminate a model that promotes early identification for all eligible children through mandatory hearing screening. The goal of the project is to provide information, education, and support for families whose infants fail the initial hearing screen and are referred for further evaluation and early intervention, if eligible.

Method: In addition to developing materials to be disseminated to parents and professional health care personnel, the project will develop a parent-to-parent model of support for families as they move from screening to evaluation and early intervention. The project will initially be developed at the University of Connecticut Health Center's hospital and expanded to seven other birthing hospitals in the North Central Region of Connecticut.

Products: To assist in replicating the model, the project will produce and disseminate informational, educational, and support materials such as booklets, videotapes, and an Internet Website for parents and professionals. The materials will be a prenatal resource for all parents in preparation for newborn hearing screening. The materials will help guide families if they require further evaluation or early intervention.

Grant Number: H324T990012

Learning to Learn: A Systematic Child-Centered Model for Skill Development in Young Children Who Are Deaf-Blind

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: The Learning to Learn Project will develop a model of skill development for 3- to 8-year-old children who are deaf-blind that will target the fundamental skills necessary to understand and master the social environment (social interaction and communication) and the physical environment (manipulating objects and negotiating obstacles and barriers). The model will integrate research-based materials into transition strategies to ensure continued progress.

Method: Major phases of the project include model development, implementation, field testing, evaluation, and dissemination of final products. The model's instructional content will consist of teaching the social, communicative, and cognitive skills needed to interact with the social and physical environments. Individualized interventions will harness the intrinsic motivations of each child. Systematic instruction will involve families and professionals and allow them to understand how learning unfolds, how intervention plans relate to the child's current skills, and how they can support the development of new skills.

Products: The project's outcomes will be student understanding and mastery of the social and physical environments that will allow the child to take in new information, respond to it, and act on it appropriately.

Grant Number: H324T990014

Class-Wide Peer Tutoring Infused into the Beginning Reading Curriculum of Young Children

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Beginning Date: 9/01/99
Ending Date: 8/31/03

Purpose: This project will combine recent class-wide peer tutoring (CWPT) research with new research on early reading skills, in order to develop, demonstrate, evaluate, and disseminate a version of CWPT-Beginning Reading for use in primary reading instruction.

Method: The project will develop a set of curricular and instructional interventions built on principles of curricular design in reading, reciprocal-peer-teaching, integration with other "teacher-mandated reading programs," behavior management, and instructionally relevant measurement. Based on research and participation of school personnel, the project will frame and implement a plan, including professional development, to provide a comprehensive, effective, and sustainable approach for K-3 general and special education teachers and staff who serve children who are at risk, are culturally diverse, have mild disabilities, and are included in the general education curriculum.

Products: The project will improve the quality and efficiency of CWPT and encourage wider-scale uses of the technique, increasing benefits to literacy. Benefits will be realized directly by the 264 students (40 with learning disabilities) and the 48 teachers who participate in the project. Products will include curricular and instructional interventions in early reading materials that teachers can easily use, training formats for establishing and maintaining use, and research evidence of effectiveness based on multiple methods replicated at multiple sites.

Grant Number: H324T990015

Early Connections

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Beginning Date: 9/01/99
Ending Date: 8/31/03

Purpose: The Early Connections Project synthesizes a variety of approaches for state and local child find to address the issue of early identification for young children and their families. It is a collaborative project of key state agencies, a state university, a medical school, and local providers and families. The project will work with six New Hampshire communities to promote statewide hearing and vision screening, family participation in a screening system, and linkages among practitioners and agencies concerned with early identification.

Method: The project will establish and support a state-level policy and practices review committee and advisory committee to promote a comprehensive, collaborative, value-based, child find system across state and other agencies concerned with young children and their families. It will establish and support community demonstration teams in six New Hampshire communities to promote child find policies and practices at a local level. It will conduct evaluation of all project processes and materials and work with communities and constituents to design and implement a plan to infuse successful processes and strategies in communities throughout the state.

Products: The project will disseminate information, strategies, resources, and materials in a variety of user-friendly formats to wide audiences throughout the state and nationally. Through its efforts, the project expects an increase in the number and percent of eligible infants and toddlers and their families to be identified and served under Part C of IDEA, an increase in the number of young children who participate in hearing and vision screening in the target communities, and an increase in the number of families participating in parent-completed screening and monitoring of their young children. The project also expects an increase in the adoption of exemplary child find policies and practices at the state and local levels.

Grant Number: H324T990018

Reading and Intensive Learning Strategies (RAILS): A Model of Early Reading Instruction

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Beginning Date: 8/15/99
Ending Date: 8/14/03

Purpose: The RAILS project is a model reading program for special education and inclusive classrooms. It is composed of three elements: structural, assessment, and curricular. The structural component uses a distributed practice model (reading occurs twice daily); the assessment component incorporates curriculum-based measurement (CBM); and the curricular component has explicit instruction in six component areas: alphabetic understanding, phonemic analysis and word reading, vocabulary, listening comprehension, reading comprehension, and literacy in the home.

Method: Classroom teachers will be trained to delivery the RAILS model through workshops, model demonstrations, and coaching. In the first year, teachers will be trained on structural and curricular components. Training in CBM will be done in the second year. District personnel will be prepared as site trainers and RAILS will be transported to a second site for institutional support.

Products: The project has several levels of dissemination: local, state, and national. The transportability of the model to a second school within the district will be studied. Teacher-trainers who have used the model will assist in training the teachers in dissemination sites, building the district's capacity to maintain the model beyond the project time period. A wide audience will be reached at all three levels through conferences for researchers and practitioners, and through publication in journals. A Website will describe the RAILS project and the results of the applied research.

Grant Number: H324T990023

Dynamic Community Connections: A Process Model for Enhancing Child Find in Rural Areas

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: The Rural Institute at the University of Montana and the Teaching Research Division at Western Oregon University will develop a model for individualizing local child find programs in rural areas. The model

will ensure the comprehensiveness of local Part C IDEA child find and public awareness activities in rural areas in order to identify and refer infants and toddlers who are at risk or have developmental delays.

Method: The model will be family-centered in order to promote easy and multiple access to public awareness information and child find activities for families. It will be focused on finding infants and toddlers as early as possible, and it will be individualized to meet the unique characteristics of rural communities and areas. The project will start where each community/area is in implementing public awareness and child find activities, and advance from there. It will be diversified in the inclusion of local partners necessary to create a comprehensive public awareness campaign designed to reach all population groups.

Products: The project will establish a resource center which will include public awareness and child find information programs and materials to support local activities. The model will be implemented, evaluated, revised, and replicated in Montana and Oregon Part C early intervention service agencies. These activities are devised to build local capacity to continue the model after the demonstration phase. The utility and potential for dissemination in other states and programs will be strengthened by the model replication.

Grant Number: H324T990024

Project PRIDE: Preventing and Remediating Reading Problems through Early Identification and Direct Teaching of Early Literacy Skills

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Beginning Date: 1/01/00
Ending Date: 12/31/03

Purpose: Project PRIDE is a multi-tiered, research-based prevention and remediation model for grades K-3 that offers extra support for students with learning disabilities at the first sign of reading difficulty. Student support is offered along a continuum of intensities or instructional tiers which deliver maximum access to general education programs while providing more intensive services if needed.

Method: Project PRIDE is based on research in reading decoding, reading comprehension, effective instruction, positive and long-lasting school change, and the use of volunteers in the schools. The project will incorporate multiple measures of results to determine the effectiveness of the model and its components, including student, teacher, and parent outcomes.

Products: The project model incorporates a number of features, including a battery of assessments for early identification of reading problems, a continuum of reading interventions, a research-based beginning reading curriculum that teaches phonemic awareness, specific strategies for coordinating reading programs for at-risk students and students with disabilities, and a progress monitoring system that is sensitive to student growth and helps them move through the continuum of interventions. The project will produce detailed procedures and materials to enable others to replicate the model through separate training manuals and videos. Findings will be disseminated through a Webpage; distance learning; and presentations that can be utilized by local, state, and national parent and literacy groups.

Grant Number: H324T990025

Project SALUTE: Successful Adaptations for Learning to Use Touch Effectively

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Beginning Date: 9/01/99
Ending Date: 8/31/03

Purpose: Project SALUTE (Successful Adaptations for Learning to Use Touch Effectively) addresses the learning needs of children who are deaf-blind or who have severe visual impairments and require a primarily tactile mode of learning. The project will identify, document, and develop tactile strategies and produce materials to assist service providers and family members to interact more effectively with these children.

Method: The project will bring together experts in the field, family members, and service providers through a national advisory and development committee and in focus groups to identify the tactile learning needs of children who are deaf-blind, and to develop strategies to address these needs. The first year of the project will involve a thorough review of the literature, gathering data to be used in the second and third years to develop and field test a manual and videos that demonstrate strategies and methods to enhance tactile learning.

Products: In the final year of the project, the manual and videos will be disseminated through a variety of mechanisms and sent to national and state technical assistance projects serving children who are deaf-blind and their families. Videos will be closed-captioned and narrated in English and Spanish. Arrangements will be made for commercial publication of the materials after the project period, ensuring widespread and long-term effects of project activities.

Grant Number: H324T990026

Interagency Collaboration for Child Find

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Beginning Date: 9/01/99
Ending Date: 8/31/03

Purpose: The goal of this program is to increase referrals to and coordination with Part C eligible children from the child welfare system. Project activities will focus on children, birth to 36 months, who have, or are at risk for, developmental disabilities and who are enrolled in child welfare services through foster care or child protection.

Method: The program will use information in CWEST (Colorado's Child Welfare Eligibility System) and the Colorado Part C Child Count to identify children who may be Part C eligible, who are not receiving Part C services and supports. Names of these children will be provided to county social service workers, who will contact

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families regarding possible eligibility. Screening will be done through social services to determine if referral to Child Find is warranted. Project staff will work with social services, Child Find/Part C, and the Colorado PEAK Parent Training and Information Center toward the objective of increasing referrals to Part C and coordination of services, supports, and funding sources.

Products: The project will result in increased referrals to Child Find and enrollment of target children in early intervention programs. A number of products will be developed, field-tested, and disseminated, including: 1) documentation of this approach to facilitating referrals; 2) a detailed syllabus which will combine both didactic and hands-on training techniques, print, slide, and video materials to be used in supporting the on-site technical assistance model; 3) detailed information illustrating the specific barriers encountered and the strategies for addressing them; and 4) dissemination of case studies illustrating the impact of procedures to increase enrollment and coordination of services and supports in inclusive environments. The project's technical assistance services will include workshops, consultation, on-site technical assistance, and the provision of screening tools.

Grant Number: H324T990029

A Community-Based Transition Model for Youth Ages 18-21

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: Franklin County Educational Services Center and the Ohio State University Medical Center will establish a model program at the Medical Center that delivers work-site learning to youth with moderate and severe disabilities in an age-appropriate setting. Students will gain in-depth work-site experiences that are supported by a curriculum that emphasizes self-determination, choice, employability, and job search skills.

Method: Through this project, students will receive situational assessment, job training, job placement, and follow-along services as part of their education. The project has established a classroom at the Columbus State Community College for youth with disabilities who have not left secondary school and will receive services through age 21. The project will be guided by a participatory action team (PAT) composed of parents, students, business representatives, and school and agency personnel. The PAT will contribute to the design, implementation, and evaluation of the program.

Products: Through the model, the project will facilitate school and community partnerships to improve students' transition services and outcomes, and it will implement the transition to employment through the Individualized Education Program process using Social Security Work Incentives for youth receiving Supplemental Security Income. The project will increase the percentage of youth participating in employment through an intensive job exploration, training, and placement program at the local medical center. It will develop products for parents, students, school personnel, adult services agencies, and businesses to assist other local education agencies to replicate the model.

Grant Number: H324T990030

Project SPARKLE: Supporting Parent Access to Resources, Knowledge, Linkages, and Education

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: Project SPARKLE (Supporting Parent Access to Resources, Knowledge, Linkages, and Education) will develop a new model of individualized learning that will enhance the ability of parents of children who are deaf-blind.

Method: The project will meet the need for learning that is tailored to specific child and family needs by providing parent access to information, training, resources, and linkages, via the Internet in their homes. Parent curricula, media, and other materials will be designed and developed to support individualized learning. During the project, parents will be linked to multiple resources, including local parent centers, community supports, national organizations, and other parents of children who are deaf-blind. Support will also be provided for children through the Individualized Family Service Plan/Individualized Education Program process.

Products: The individualized learning program developed by this project can greatly increase parents' knowledge of educational problems, issues, and effective strategies for their children who are deaf-blind. A general curriculum manual on deaf-blindness will be adapted into a parent curriculum manual with supporting videotapes and a CD-ROM. Many of the materials developed by the project will be designed in a self-study format for use in the home. In addition to dissemination through state and parent organizations, project results will be disseminated through Deaf-Blind Link, a national clearinghouse.

Grant Number: H324T990031

Beyond High School: A Model Demonstration Project to Promote the Inclusion, Independence, and Self-Determination of Students with Mental Retardation

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Beginning Date: 10/01/99
Ending Date: 9/30/03

Purpose: The Plano Independent School District, in collaboration with The Arc, will develop a model for the education of students with mental retardation (ages 18-21) which incorporates components of best practice in the education of students with mental retardation and overlays on this framework innovative procedures to promote self-determination.

Method: The project will first evaluate and bolster the school district's services for students ages 18-21 to ensure that all components of a quality transition program are in place. A comprehensive evaluation framework will be designed and implemented to determine the efficacy of these services. Additional instructional activities and supports to promote self-determination will be designed. Faculty will receive training related to transition services, educating learners with mental retardation, and promoting self-determination. The project will be implemented and evaluated in the second year and revised in the third year.

Products: The evaluation used in the project will provide extensive information on practices related to transition and the education of students ages 18-21 with mental retardation. Data generated will be used to examine what characteristics affect educational outcomes, self-determination, and program success. The design, implementation, and evaluation process will result in a model to be widely disseminated. Project materials will include guides to implementation, a video to accompany the written materials, and various Web-based training programs. The Arc will help to widely disseminate information about the model through its extensive network and in its publications catalog.

Contracts

Grant Number: HS97017001

Technical Support for the Department of Education's Initiative to Link Research and Practice to Improve Results for Individuals with Disabilities

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Beginning Date: 9/30/97
Ending Date: 9/29/02

Purpose: The Research Triangle Institute (RTI) with a subcontractor team will assist OSEP's Division of Research to Practice (DRP) in advancing OSEP's mission of improving results for children with disabilities in ways that support the development of independent, productive citizens.

Method: RTI's proposed team has expertise and experience to provide assistance in all the required technical activity areas: strategic program planning and management, policy assessment, discretionary program assessments, communication of research, management services for conferences and meetings, and performance management. Strategic program planning and management will provide a framework for the entire technical support effort. Policy assessments are one vehicle through which OSEP identifies, explores, and responds to strategic issues that emerge in its federal, state, or local environments. Program assessments are critical in measuring progress and performance with respect to a strategic plan. Communication of research is a key component in moving research to practice. Finally, providing management services for conferences and meetings is essential to the strategic planning and implementation process.

Products: RTI's experience allows it to offer a diverse set of skills and knowledge to support DRP as it strives to achieve greater impact from the research investments it manages under IDEA. RTI's staff and those of its subcontractors will extend and enhance OSEP's capacities to establish, support, manage, and leverage an optimal research investment portfolio.

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Grant Number: HS97017002

Technical Support for the Department of Education's Initiative to Link Research and Practice to Improve Results for Individuals with Disabilities

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Beginning Date: 9/30/97
Ending Date: 9/29/02

Purpose: The American Institutes for Research will continue to provide to OSEP's Division of Research to Practice (DRP) technical support services similar to what they have provided over the past five years.

Method: This contract will support OSEP's expanded technical support needs by providing it with ready access to a qualified team of organizations, senior staff, and university-based researchers who have extensive experience in general and special education and in working with OSEP. Activities include: strategic program planning and management, policy assessment, discretionary program assessment, communication of research, management services for conferences and meetings, and the establishment of a performance measurement system.

Products: By continuing to manage DRP's research portfolios and communicating the special education knowledge base in order to build upon past accomplishments, leverage limited resources, and contribute to effective and sustainable knowledge use The American Institutes for Research, under this contract, will be continuing its work to improve results for infants, toddlers, children, and youth with disabilities across all environments.

PROJECT DIRECTOR INDEX

A
Agran, Martin 142
Ahearn, Eileen 11
Als, Heideleise 4
Alsop, Linda 255
Anderson-Inman, Lynne 212, 224
Ashmore, Donald 129
Asmus, Jennifer 70

B
Backer, Lisa 148
Baer, Robert 239
Bahr, Christine 227
Bailey, Don 1, 28
Balcazar, Fabricio E. 152, 213
Bassett, Lee 135, 144
Bausch, Margaret 30
Bentz, Johnell 8
Benz, Michael 43, 202
Billingsley, Felix 68
Bos, Candace 70
Bottge, Brian 25, 68
Bounds, Betsy 150
Boyce, Glenna C. 20
Brannon, Steve 5
Bricker, Diane 231
Brown, Carole 110
Brown, Sue 97
Brown, William H. 109
Bruder, Mary Beth 13, 55, 176, 180, 248
Bryan, Tanis 74
Bullis, Michael 159
Bunse, Carol 181
Burgstahler, Sheryl 203
Burstein, Karen 74
Bursuck, William D. 252
Buysse, Virginia 85, 181

C
Campbell, Philippa 79, 244
Cambone, Joseph 66
Capone, Angela 198
Carnine, Douglas 38
Carta, Judith 2, 74
Cederbau, Evelyn 130
Chard, David 51, 79
Chen, Deborah 253
Cheney, Douglas 188
Cole, Kevin 189, 226
Coleman, Araminta M. 167
Convoy, Maureen 70
Cook, Bryan 91, 186
Cortes, Elly 33
Crawford, Lindy 168
Culatta, Barbara 211
Cushing-McWilliam, P.J. 220

D
Davis, Gayle A. 36
Davis, Helena 247
Dean, Joyce C. 132
Delquadri, Joseph 249
Demchak, Mary Ann 66
Deshler, Donald D. 160, 242, 246
DeStefano, Lizanne 63
Devlieger, Patrick 213
Dickson, Shirley V. 252
Dinnebeil, Laurie 194
Dise, Jeanne 210
Dominguez, Meave Stevens 243
Donovan, Margaret A. 157
Doren, Bonnie 59, 209, 225
Downing, June 253
Dowse, Patricia 141
Dunlap, Glen 122
Dunst, Carl J. 30, 114, 116, 126

E
Eke, Angela 165
Eiserman, William 52
Elbaum, Batya 55, 88
Elder, Gloria 219
Eldridge, Cynthia 254
Elliott, Stephen N. 71, 83, 164
Epstein, Michael 184
Ervin, Ruth 87

F
Fanning, Robert 200
Fein, Deborah 164
Ferrara, Joseph 140
Fesko, Sheila 41
Fewell, Rebecca R. 191
Field, Sharon 217
Fiore, Thomas A. 257
Fitzgerald, Martha 60

An asterisk after the page number indicates that the reference occurs in more than one project on that page.

Flannery, Brigid 134
Flexer, Robert 135, 186, 239
Fowler, Susan 114, 125
Fox, Lise 122
Fox, Wayne L. 46, 160, 223
Frank, Adrienne 212, 232
Fredrick, Laura 185
French, Nancy 223
Freund, Maxine 32
Friesen, Barbara 195
Fuchs, Douglas 10, 95
Fuchs, Lynn 10, 82, 95

G
Gabbard, Glenn 176, 231
Garland, Corinne W. 111, 117, 212, 232, 237
Gavin, William J. 177
Gersten, Russell 31, 44, 79
Giangreco, Michael F. 198
Gitlow, Lynn 136
Glantz, Larry 131
Gold, Susan 110
Goldberg, Paula 240
Goldstein, Howard 190
Greenberg, Daphne 185
Griffin, Cynthia 8
Grigal, Meg 169
Grisham-Brown, Jennifer 72
Grossi, Teresa 239
Gugerty, John 25

H
Haggart, Ann G. 123
Hagner, David 151
Hall, Tracey E. 251
Halpern, Andrew S. 59, 209
Harbin, Gloria L. 11, 57, 176
Harris, Deborah S. 72
Harrison, Holly 99
Harry, Beth 22
Hart, Debra 184, 214
Hasazi, Susan Brody 14
Hatton, Deborah D. 28, 86
Hedlund, Rodd 96
Heinlein, Ken B. 7
Hernandez, Victor 68
Herwig, Julia 105
Hilsenbeck, Darlene 97
Hitchcock, Chuck 174
Hofmeister, Alan 230
Hopkins, Karen 128
Horner, Robert 182
House, Peter 226
Howard, Jill K. 89
Hughes, Carolyn 67
Hughes, Marie Tejero 42, 55
Hunt, Pam 15, 45
Hupp, Susan 37
Hutinger, Patricia L. 100, 115, 118, 187

I
Inman, Dean 199

J
Jameson, Devi 151
Jenkins, Joseph 24
Jervay-Pendergrass, Debra 110
Jeppesen, M. K. 107
Jimenez, Robert T. 86
Johnson, David R. 37, 40, 241
Johnson, Donna 133
Johnston, Hugh 32, 165

K
Kameenui, Edward J. 187
Kaminski, Ruth 32
Kamps, Debra 76*
Kane, Michael 258
Kearns, Jacqueline Farmer 72
Keilty, Bonnie 32
Kerr, April DuVal 221
Keys, Christopher 152
Kiernan, William E. 63, 184, 214
Killoran, John 251
Kleinert, Harold L. 81
Kleinhammer-Tramill, Jeannie 229
Klimpel, Evelyn 210
Knab, Jordan T. 152
Kniest, Barbara A. 111
Knoff, Howard M. 218
Knoster, Timothy 236
Kohler, Paula 34
Kortering, Larry J. 69, 154
Kovarsky, Dana 211
Kratochwill, Thomas 39, 71, 165
Kregel, John 39
Krug, Charles 138

An asterisk after the page number indicates that the reference occurs in more than one project on that page.

L
Lahm, Elizabeth 30
LaPlante, Rebecca 173
Lara, Julia 64
Lederberg, Amy 9
Leone, Peter 175
Lewis-Palmer, Teri 90
Light, Janice 170, 171
Linares, Nicolas 33
Lindeman, David 119
Lovett, David 237
Lund, Shelley 170

M
Maccini, Paula 92, 175
MacDonald, James 214
MacMillan, Donald L. 6
Maddox, Mary 189
Magrab, Phyllis 101
Mahoney, Gerald 214
Maloney, Ted 113, 251
Mann, William C. 47
Mar, Harvey 178
Marfo, Kofi 72
Marques, Paul 16
Martin, James 208
McCollum, Jeanette 75
McConnell, Scott 126
McCue, Michael 147
McDaniel, Linda 166
McDonnell, John 183
McEvoy, Mary A. 116
McInerney, William 194
McKinney, James D. 18
McLaughlin, Margaret 36
McWilliam, R. A. 120
Mellard, Daryl 185
Merz, Jacqueline 254
Millar, Diane 171
Miller, David 26
Minskoff, Esther 131
Mistrett, Susan 99, 177
Montague, Marjorie 228
Moon, Sherrill 238
Moore, Susan 52
Morgan, Elizabeth 121
Morgan, Robert L. 149
Morocco, Catherine Cobb 37, 94
Morris, Robin 185
Morris, Sandra L. 113
Mulligan, Sarah A. 113, 251
Myles, Brenda 216

N
Nagorski, Tricia 255
Neef, Nancy 34
Nelson, Debra 250
Nelson, Nickola 227
Ness, Jean 241
Neubert, Debra 169, 238
Nietupski, John 144
Nisbet, Jan 178
Noonan, Mary Jo 169

O
O'Connor, Rollanda 50, 192
O'Donnell, Karen J. 109
O'Hare, Margaret C. 98
Olson, Raymond 129
Ortiz, Alba A. 29
Osborne, Sheri 237
Overton, Sheri 237

P
Parmar, Rene S. 9
Pearl, Lynda 103
Pearl, Ruth 5
Pearson, Merri C. 130
Peterson, J. Michael 49
Peterson, Willa 141
Phelps, L. Allen 61, 139
Pisha, Bart 58
Pittman, Paula 122
Poliquin, Joseph 205
Powers, Laurie 145, 228
Pretti-Frontczak, Kristi 87
Pumpian, Ian 142

Q
Quirk, Constance 120, 233

R
Raab, Melinda M. 114, 116
Ramos, Jacquelyn 66
Reichle, Joe 116
Reinhardtsen, Janet M. 149
Rickard, Patricia L. 197
Risley, Todd 106

An asterisk after the page number indicates that the reference occurs in more than one project on that page.

Roach, Virginia 49
Roberts, Debra Ann 137
Roberts, Sally 204
Robins, Diana 164
Robinson, Cordelia C. 104, 201, 239, 253
Robinson, Suzanne 222
Rose, David 174
Rosenberg, Steven 201, 253
Rowland, Charity 106, 178, 208, 235, 248
Rues, Jane 204
Rule, Sarah 234
Ryan, Peter 73

S
Saifer, Steffen 195
Salembier, George 153
Salisbury, Christine 48, 202
Sample, Pat 193
Schulte, Aleta Gilbertson 164
Schulte, Ann C. 163
Schumaker, Jean B. 160, 242, 246
Schumm, Jeanne 18
Schwartz, Ilene S. 68, 111
Schweigert, Philip 208
Shapiro, Beppie 196
Sharpe, Michael 78
Shores, Richard 15
Shriner, James 63
Simmons, Deborah C. 21, 187
Simpson, Richard L. 216
Sinclair, Mary F. 158
Sindelar, Paul T. 13, 53
Singer, George H. 101
Siperstein, Gary N. 23
Smith, Barbara J. 54, 219
Smith, Roger 132
Smith, Stephen W. 26
Speece, Deborah 82
Squires, Jane 224
Stephens, Thomas M. 65
Stevens, Robert 251
Stewart, David 203
Stinger, Jan 251
Stinson, Michael S. 243
Stodden, Robert A. 161
Stoiber, Karen 207
Stone, Wendy 27
Stowitschek, Joseph J. 145
Strache, Fred 134
Strain, Phillip S. 4, 118
Sugai, George 182
Summers, Jean Ann 74
Sutherland, Kevin 167

T
Templeman, Torry Piazza 205
Thoma, Colleen A. 92
Thompson, Barbara 108
Thurlow, Martha 78
Tilson, George 147
Tindal, Gerald 83, 168, 206, 241
Tobin, Tary 89
Todis, Bonnie 3, 17
Trent, Stanley C. 166, 167
Trivette, Carol M. 30, 235

U
Utley, Cheryl 56, 76

V
Vadasy, Patricia F. 12, 43
van den Pol, Richard 103
Van Meter, Peggy 251
Vanderwood, Michael 207
Vaughn, Sharon R. 51*, 53, 70
Vincent, Lisbeth J 103
Vogelsberg, R. Timm 41
Volmer, Lorna 102

W
Wagner, Mary 156
Walker, Dale 61
Wallace, Teri 37, 179
Warren, Steven 27
Washburn, Kimberley Robinson 169
Webb, Rodman 53
Wehby, Joseph 67, 167
Wehmeyer, Michael 46, 77, 108, 255
Wenz-Gross, Melodie 19
Werts, Margaret G. 24
Wesley, Patricia 181
Wesley, Stephen J. 57
West, Michael D. 154
Wetherby, Amy M. 190
Whichard, Michelle 163
Wigdor, Alexandra 162, 172
Williams, Joanna P. 6
Williamson, Gordon G. 218
Winnegar, Andrew 222
Wolery, Mark 124, 195

An asterisk after the page number indicates that the reference occurs in more than one project on that page.

Wolfe, Pamela S. 137
Wood, Wendy M. 62
Woodruff, Geneva 21
Woods, Juliann 245

Y
Yazza, Angey 143
Yell, Mitchell 19
York-Barr, Jennifer 192
Yoshinaga-Itano, Christine 17

Z
Zabala, Joy 30
Zambone, Alana 66
Zigmond, Naomi 50

An asterisk after the page number indicates that the reference occurs in more than one project on that page.

ORGANIZATION INDEX

A
Academy for Educational Development, Inc. 152
American Institutes for Research 258
Ann G. Haggart Associates, Inc. 123
Appalachian State University 24, 69, 154
Arc of the United States 46 ,77, 108
Arizona State University 74

B
Baltimore City Public School System 247

C
California State University - Northridge 130, 134, 253
CAST, Inc. 58 , 174
Center for Applied Neuropsychology 147
CESA 5 105
Child Development Resources, Inc. 111, 117, 212, 232, 237
Children's Hospital Medical Center of Akron 214
Children's Hospital of Boston 4, 41, 63, 184, 214
Children's Hospital of Denver 104, 210
Colorado State University 193
Columbia University 6
Concord-Assabet Family and Adolescent Services, Inc. 21
Council for Retarded Citizens 221
Council of Chief State School Officers 64
CWI 205

D
Duke University 109

E
East Tennessee State University 103
Education Development Center, Inc. 37, 66, 94
Educational Service District 112 (Vancouver, Washington) 149
Erikson Institute 48, 202
Eugene Research Institute 31, 44, 79

F
Federation for Children with Special Needs 231
Fitchburg State College 137, 141
Flint Hills Special Education Cooperative 200
Florida State University 190, 245
Foundation of Education Achievement Comprehensive Adult Student Assessment System 197
Franklin County Education Service Center 254

G
George Washington University 32
Georgetown University 101
Georgia State University 9, 185
Grant Wood Area Education Agency 144

H
Hawaii Department of Education 157
Hawaii Department of Health 97
Heartland Area Education Agency 102

I
Institute for Career and Leisure Development 5

J
James Madison University 131
John F. Kennedy Medical Center 218

K
Kent State University 87, 91, 135, 186, 239
Kentucky Department of Education 81

L
Louisiana State University - Baton Rouge 89
Lt. Joseph P. Kennedy Institute 57, 110

M
Massachusetts Office for Child Care Services 98
Michigan State University 203
Minot State University 140, 210

N
National Academy of Sciences 162 , 172, 173
National Association of State Boards of Education 49
National Association of State Directors of Special Education, Inc. 11
National Public Services Research Institute 16
New Mexico State Department of Education 222
New York State Rehabilitation Association 141
North Carolina State University 163
Northern Illinois University 252

An asterisk after the page number indicates that the reference occurs in more than one project on that page.

O
Ohio State University 34
Ohio Valley Educational Cooperative 97
Oregon Health Sciences University 106, 145, 178, 208, 228, 235, 248
Oregon Research Institute 199
Orelena Hawks Puckett Institute 30, 114, 116, 126, 235

P
PACER Center, Inc. 240
Pennsylvania Department of Education 236
Pennsylvania State University 137, 170, 171, 251
Plano Independent School District 255
Portland State University 195

R
Research Triangle Institute 257
Rochester Institute of Technology 128, 243
Rum River Special Education Cooperative 148

S
Saint John's University 9
San Diego State University 142
San Francisco State University 15, 45
South Carolina Research Institute 109
SRI International 73, 156
St. Paul Technical College 129
State University of New York - Amherst 99
State University of New York - Buffalo 47, 177

T
Thomas Jefferson University 79, 244
Transcen, Inc 147
Tucson Unified School District 150

U
U.S. Bureau of Indian Affairs 143
University of Alaska 106
University of Arkansas 132
University of California - Riverside 6
University of California - Santa Barbara 101
University of Colorado - Boulder 17, 52
University of Colorado - Colorado Springs 208
University of Colorado - Denver 4, 54, 118, 201, 219, 223, 239, 253
University of Connecticut 13, 55, 164, 176, 180, 248
University of Dayton 65
University of Florida 8, 14, 26, 53, 70
University of Georgia 120, 233
University of Hawaii 161, 169, 196
University of Illinois - Chicago 5, 152, 213
University of Illinois - Urbana/Champaign 8, 63, 75, 86, 114, 125
University of Kansas - Kansas City 56, 61, 204
University of Kansas - Lawrence 2, 15, 74, 76*, 108, 119, 160, 185, 216, 222, 229, 242, 246, 249
University of Kentucky 30, 72
University of Maine 136
University of Maryland 36, 82, 92, 169, 175, 238
University of Massachusetts - Boston 19, 23
University of Miami 18, 22, 42, 55, 88, 110, 191, 228
University of Minnesota 37, 40, 78, 116, 126, 133, 158, 179, 192, 241
University of Montana 41, 103, 113, 251
University of Nebraska 184
University of Nevada - Las Vegas 92
University of Nevada - Reno 66
University of New Hampshire 151, 178, 250
University of New Mexico 99, 243
University of North Carolina - Chapel Hill 1, 11, 28, 57, 85, 86, 120, 124, 181, 195, 220
University of North Carolina - Charlotte 62
University of Oklahoma 237
University of Oregon 21, 32, 38, 43, 59, 83, 89, 90, 134, 159, 168, 182, 187, 202, 206, 209, 212, 224 *, 225, 231, 241
University of Pittsburgh 49, 192
University of Puerto Rico 33
University of Rhode Island 211
University of South Carolina 19
University of South Florida 72, 122, 218
University of Southern Maine 131
University of Tennessee 129
University of Texas - Austin 29, 51*, 53, 70
University of Toledo 194
University of Utah 183
University of Vermont 14, 46, 60, 153, 160, 198*, 223
University of Virginia 166, 167
University of Washington 24, 68, 111, 145, 188, 203, 226
University of Wisconsin - Madison 25, 39, 61, 68, 71, 83, 139, 164, 165
University of Wisconsin - Milwaukee 132, 207
University of Wyoming 7
Utah State University 20, 107, 121, 122, 142, 149, 230, 234, 255

An asterisk after a page number indicates that the reference occurs in more than one project on that page.

V
Valencia Community College 138
Vanderbilt University 10, 27, 27, 67, 82, 95, 167
Virginia Commonwealth University 39, 154

W
Washington Research Institute 12, 43, 96, 135, 144, 189, 226
Wayne State University 49, 217
West Contra Costa Unified School District 151
Western Illinois University 100, 115, 118, 187
Western Michigan University 34, 87, 227
Western Oregon State College 3
Western Oregon University - Eugene 17
Western Oregon University - Monmouth 181, 205
Wholistic Stress Control Institute, Inc. 219

An asterisk after the page number indicates that the reference occurs in more than one project on that page.

STATE INDEX

A
Alaska 106
Arizona 74, 143, 150
Arkansas 132

C
California 6, 15, 45, 73, 101, 130, 134, 142, 151, 156, 197, 253
Colorado 4, 17, 52, 54, 104, 118, 193, 201, 208, 210, 219, 223, 239, 253
Connecticut 13, 55, 164, 176, 180, 248

D
District of Columbia 32, 57, 64, 101, 110, 152, 162, 172, 173, 258

F
Florida 8, 14, 18, 22, 26, 42, 53, 55, 70, 72, 88, 110, 122, 138, 190, 191, 218, 228, 245

G
Georgia 9, 120, 185, 219, 233

H
Hawaii 97, 157, 161, 169, 196

I
Illinois 5, 8, 48, 63, 75, 86, 100, 114, 115, 118, 125, 152, 187, 202, 213, 252
Iowa 102, 144

K
Kansas 2, 15, 56, 61, 74, 76*, 108, 119, 160, 185, 200, 204, 216, 222, 229, 242, 246, 249
Kentucky 30, 72, 81, 97, 221

L
Louisiana 89

M
Maine 131, 136
Maryland 16, 36, 82, 92, 147, 169, 175, 238, 247
Massachusetts 4, 19, 21, 23, 37, 41, 58, 63, 66, 94, 98, 137, 141, 174, 184, 214, 231
Michigan 34, 49, 87, 203, 217, 227
Minnesota 37, 40, 78, 116, 126, 129, 133, 148, 158, 179, 192, 240, 241
Montana 41, 103, 113, 251

N
Nebraska 184
Nevada 66, 92
New Hampshire 123, 178, 250
New Jersey 218
New Mexico 99, 222, 243
New York 6, 9, 47, 99, 128, 141, 177, 205, 243
North Carolina 1, 11, 24, 28, 30, 57, 62, 69, 85, 86, 109, 114, 116, 120, 124, 126, 151, 154, 163, 181, 195, 220, 235, 257
North Dakota 140, 210

O
Ohio 34, 65, 87, 91, 135, 186, 194, 214, 239, 254
Oklahoma 237
Oregon 3, 17, 21, 31, 32, 38, 43, 44, 59, 79, 83, 89, 90, 106, 134, 145, 159, 168, 178, 181, 182, 187, 195, 199, 202, 205, 206, 208, 209, 212, 224, 224, 225, 228, 231, 235, 241, 248

P
Pennsylvania 49, 79, 137, 147, 170, 171, 192, 236, 244, 251
Puerto Rico 33

R
Rhode Island 211

S
South Carolina 19, 109

T
Tennessee 10, 27, 27, 67, 82, 95, 103, 129, 167
Texas 29, 46, 51, 51, 53, 70, 77, 108, 255

U
Utah 20, 107, 121, 122, 142, 149, 183, 230, 234, 255

V
Vermont 14, 46, 60, 153, 160, 198, 198, 223
Virginia 5, 11, 39, 49, 111, 117, 131, 154, 166, 167, 212, 232, 237

W
Washington 12, 24, 43, 68, 96, 111, 135, 144, 145, 149, 188, 189, 203, 226, 226
Wisconsin 25, 39, 61, 68, 71, 83, 105, 132, 139, 164, 165, 207
Wyoming 7

An asterisk after the page number indicates that the reference occurs in more than one project on that page.

SUBJECT INDEX

A

Access to General Education Curriculum 65, 77, 79, 174*, 246
Access to Postsecondary Education 128, 129*,130
Accommodations — Academic 65, 130, 131* , 132, 134, 137, 185
Accommodations — Employment 132, 133
Accommodations — Testing 9, 63, 71, 82, 83*, 164
Achievement Tests 63, 71, 164
Action Research 79, 139
Adaptive Behavior 218
African-Americans — see Blacks
After-School Programs 228
Agency Cooperation — see Interagency Cooperation
Aggression 4, 15
Alertness 204
American Indians, Eskimos, and Aleuts 76, 103, 140, 143, 210, 219, 222, 224, 241
Anglo Europeans 103
Applied Behavior Analysis 111
Apprenticeships 160
Arts Education 115
Asians and Pacific Islanders 76, 86, 157, 189*, 196*
Assessment — see Student Assessment
Assistive Technology 30, 47, 97, 99, 100, 132, 177, 201, 221, 222, 240
Attention Deficit Disorder 34, 87, 131
Augmentative/Alternative Communication 15, 170, 171, 235
Autism 27, 68, 70, 102, 106, 111, 118, 122, 164, 172, 178, 214, 216

B

Beginning Reading 8
Behavior Development 120
Behavior Disorders — see Emotional/Behavior Disorders
Behavior Management 5, 32, 66, 111, 116, 237
Behavior Problems 109
Behavior State Analysis 204
Behavior Support Plans 90
Best Practices — see Exemplary Practices
Bilingual/Bicultural Approach 8, 29, 122
Blacks 18, 67, 76, 110, 166, 167
Blindness/Partial Vision 86, 121, 250, 253
Block Scheduling 25
Books 226

C

Capacity Building 69, 101, 207, 214, 234, 236, 244, 251*
Career Development 34, 129, 134, 137, 147, 149, 151*, 153, 154, 159, 186, 197, 202
Career Exploration 61
Case Management 179
Case Method of Instruction 220
CD-ROMs 39, 83, 118, 149, 177, 200, 214, 242
Change Sustainability — see Sustainability of Change
Charter Schools 11
Child Abuse 109
Child Care Programs 103, 110*, 120, 123, 191, 194, 195, 237, 244
Child Care Resources 98
Child Development 173
Child Development Assessment 7, 126
Child Find — see Disability Identification
Child Welfare Services 253
Children's Literature 226
Choice Making 208
Classroom Environment Influence 19, 46
ClassWide Peer Tutoring 76, 249
Co-Teaching 72, 163
Cognitive Development 106
Cognitive Disabilities 6, 21, 23, 27, 53, 65, 77, 79, 97, 101, 108, 109, 114, 162, 180, 181, 197, 201, 204, 224, 235, 238, 251, 253, 255
Cognitive-Behavioral Intervention 26
Collaborative Consultation Training 212
Collaborative Notetaking 212
Collaborative Teams 206
College-School Cooperation 184
Communication Cueing Strategies 204
Communication Models 203
Communication Skills 17,170,171,178,181, 190, 248
Comprehensive Services — see Integrated Services
Computer Education 138
Computer Simulation 199
Computer-Assisted Instruction 177,187,199,224, 227
Constructive School Change Model 66
Consultation Programs 135
Content Learning 94
Correctional Services 33, 175
Creative Arts Curriculum 114
Critical Thinking 6
Cross-Age Tutoring 10
Cultural Awareness 22, 52, 86, 110, 125, 169, 210

An asterisk after a page number indicates that the reference occurs in more than one project on that page.

Curriculum Development 63, 92, 96, 100, 147, 149, 151, 153, 210, 212, 213
Curriculum-Based Assessment 8, 131
Curriculum-Based Measurement 168, 241, 251

D

Deaf Culture 122
Deaf-Blindness 72, 107, 178, 199, 248, 253, 255
Deafness/Partial Hearing 9, 17, 122, 129*, 130, 203, 210, 212, 243, 248, 250
Decision Making Models 22
Decoding (Reading) 58
Delinquency Prevention 175
Developmental Disabilities — see Cognitive Disabilities
Developmental Therapy 120, 233
Developmentally Appropriate Practices 100, 115
Disability Identification 6, 22, 89, 97, 162, 164, 196, 198, 224, 248, 250, 251, 252, 253
Disproportionate Representation 22, 82, 162
Distance Education 140, 142, 242
District-Wide Intervention 66, 72, 207, 236
Dropout Prevention 148, 154, 158
Drug-Abusing Parents 109
Drug-Exposed Infants 2

E

Early Childhood (see also Infants/Toddlers) 4*, 9, 13, 20, 21, 27, 28, 30, 39, 53, 55, 57, 61, 66, 68, 74*, 75, 76, 79, 85, 86, 87, 96, 97, 99, 100, 101, 103*, 104, 105, 106, 107, 108, 110, 111, 113, 117, 119, 120, 121, 122*, 123, 124, 125, 126*, 156, 171, 173, 180, 181, 184, 187, 189, 194, 198, 204, 205, 208, 212, 218, 223, 224, 226, 231, 234, 245, 247, 248, 249, 250-252
Early Identification 27, 28, 61, 74, 76, 164, 190, 198, 205, 224, 226, 248, 250, 251, 252, 253
Early Intervention (see also Transition from Early Intervention to School) 4, 11, 13, 17, 20, 21, 27, 30, 32, 39, 52, 55, 57, 60, 61, 74*, 75, 86, 89, 96, 97, 104, 106, 114, 116-119, 121, 125, 126, 172, 173, 180, 181*, 184, 185, 187, 188, 190, 191, 192, 194, 195, 198, 205, 219*, 220, 226, 231, 235, 239, 243
Early Intervention — Exemplary Practices 54
Early Intervention Effectiveness/Outcomes 53, 156
Ecological Systems 163
Educational Diagnosis — see Disability Identification
Educational Finance 14
Educational Games 116
Educational Opportunities 126
Educational Policy 14, 49, 172
Educational Reform (see also School Restructuring) 14, 36, 42, 43*, 45, 48, 135, 154, 194, 231
Educational Technology 135
Effectiveness of Education — see Outcomes of Education
Emotional Development 120
Emotional/Behavior Disorders 3, 4, 6, 15, 21, 26, 65, 67, 74, 76, 88, 89, 120, 143, 144, 150, 151, 152, 158, 159, 160*, 161, 162, 167, 169, 184, 188, 195, 205, 214, 218, 228, 233
Emotional/Behavior Disorders Prevention 60, 160
Employment Accommodations — see Accommodations — Employment
Employment Experience Programs 61, 131, 134, 159, 203, 247, 254
Employment Incentives 39, 40, 41*
Employment Opportunities 34
Employment Programs (see also Transition from School to Work) 40, 41*, 141, 142, 144
Employment Skills 202
Employment Training 186
Empowerment Communities/Enterprise Zones — see Enterprise Zones/Empowerment Communities
English (Second Language) 189, 226
Enterprise Zones/Empowerment Communities 110
Excellence in Education 36, 37, 38
Exemplary Practices — Accommodations—Academic 65
Exemplary Practices — Arts Education 115
Exemplary Practices — Autism 27, 106
Exemplary Practices — Behavior Disorders 116
Exemplary Practices — Cognitive Disabilities 255
Exemplary Practices — Communication and Language Intervention 61
Exemplary Practices — Cultural Awareness 125
Exemplary Practices — Early Intervention 54, 57, 124, 245
Exemplary Practices — Elementary Education 38, 87, 95
Exemplary Practices — Family Involvement 235
Exemplary Practices — Home-Based Intervention 178
Exemplary Practices — Inclusion 36, 37, 206, 212, 222
Exemplary Practices — Large-Scale Assessments 78
Exemplary Practices — Low-Incidence Disabilities 226

An asterisk after a page number indicates that the reference occurs in more than one project on that page.

Exemplary Practices — Mental Retardation 255
Exemplary Practices — Middle Schools 55
Exemplary Practices — Postsecondary Education 131
Exemplary Practices — Referral 166
Exemplary Practices — Secondary Education 37, 139
Exemplary Practices — Self-Determination 62, 255
Exemplary Practices — Serious Emotional Disturbance 4
Exemplary Practices — Service Coordination 176
Exemplary Practices — Special Education Referral 22
Exemplary Practices — Teacher Collaboration 72
Exemplary Practices — Transition 205, 238, 239
Exemplary Practices — Transition from School to Adult Life 255
Exemplary Practices — Transition from School to Postsecondary Education 238
Exemplary Practices — Transition from School to Work 205
Exemplary Practices — Transition Programs 141, 145
Exemplary Practices — Work-Based Learning 61
Exemplary Practices — Writing Instruction 171
Expert Systems 30
Expressive Arts 115

F
Family Adjustment 1
Family Involvement 10, 21, 39, 178, 181, 184, 189, 190, 195, 224, 231, 239, 243, 255
Family Needs 255
Family Outcomes 126
Family Practice (Medicine) 198
Family-Centered Programs 74, 75, 101, 105, 106, 111, 119, 126, 205, 232, 235, 251
Females 34
Fetal Drug Exposure — see Prenatal Drug Exposure
Fragile X Syndrome 1, 28
Functional Assessment 34, 89, 90, 111, 169, 182
Functional Communication 66, 208

G
Games — see Educational Games
General Education Diploma 144

H
Habilitative Services 104
Head Start 195
Hearing Aids 9
Hearing Impairments — see Deafness/Partial Hearing
Hispanics 8, 17, 18, 29, 33, 52, 55, 76, 110, 180, 226
History Instruction 31, 167

I
IDEA Implementation 176
Incarceration 3, 175
Inclusion 5, 14*, 15, 19, 24, 26, 31, 37, 45, 46*, 47, 49*, 51, 53, 56, 57, 58, 63, 64, 68, 69, 70, 72*, 73, 85, 91, 103*, 108, 110*, 113, 147, 152, 153, 157*, 160, 167, 177, 178, 179, 183, 184, 185, 187, 191, 192, 194, 195, 198, 200, 201, 206, 209, 210, 211, 219, 222, 223, 225, 227, 228, 230, 237, 240, 244, 247, 255
Inclusion — Exemplary Practices 212
Independent Living 213, 255
Individualized Education Programs 87, 179
Individualized Family Service Plans 87
Infant Care 20
Infants/Toddlers (see also Early Childhood or Early Intervention) 122, 164, 204, 212, 232, 245, 248, 251
Information Dissemination 108
Information Networks 216
Inner City 49
Instructional Effectiveness — see Outcomes of Education
Instructional Grouping 88
Instructional Models 24
Instructional Processes 68, 73, 163, 203
Integrated Curriculum 63
Integrated Services 109*, 111, 120, 142, 184, 202
Intelligence-Achievement Discrepancy 82
Interactive Video Teleconferencing 226
Interagency Cooperation 21, 184, 186, 188, 190, 205, 219, 253
Interagency Cooperation Success Factors 11
Internet 108, 177, 222, 242

J
Juvenile Corrections 3, 33, 175

L
Language Development (see also Literacy Education) 17, 27, 29, 61, 189, 226, 227
Language Minority Students — see Limited English Proficiency
Large-Scale Assessments 71, 72, 77, 78, 168, 257

An asterisk after a page number indicates that the reference occurs in more than one project on that page.

Leadership Training 137, 141, 181
Learning Disabilities — see Specific Learning Disabilities
Learning Factors 95
Learning Strategies 46, 139
Learning Styles 132, 138
Limited English Proficiency 29, 86, 125, 226
Linguistic Influences 52
Literacy Education (see also Language Development, Reading Instruction, Writing Instruction) 10, 21, 73, 76, 89, 103, 110, 187, 192, 211, 226, 227, 252
Loan Programs 222
Low-Incidence Disabilities 98, 99, 121, 201, 208, 226

M

Mastery Motivation Techniques 32
Mathematics Assessment 9
Mathematics Education 79, 92, 95
Mathematics Skills 68
Mathematics Standards 92
Mathematics Tests 71, 164
Medical Consultation 226
Mental Health Programs 143
Mentorship Programs 105, 110, 122, 141*, 147, 160, 213
Middle Schools 19, 31, 68, 76, 77, 169
Middle Schools — Exemplary Practices 55
Minority Groups (see also American Indians, Eskimos, and Aleuts; Asians and Pacific Islanders; Hispanics) 12, 18, 22, 51, 57, 64, 66, 70, 75, 76, 79, 82, 110, 114, 138, 142, 152, 162, 176, 191, 201, 210, 211, 213, 217, 221, 226, 226, 240
Model Programs—Information Dissemination 108
Motion Video CD-ROM 149
Multimedia Instruction 187
Multiple Disabilities 201, 204, 208, 235

N

Native Americans — see American Indians, Eskimos, and Aleuts
Natural Environments 79, 178, 180, 191, 201, 219, 244
Naturalistic Intervention 234
Navajo 222
Neonatal Intensive Care Units 101
Neurobehavioral Organizational Development 96
Neurospychological Development 16
Non-Traditional Career Opportunities 34*
Nonaversive Behavior Management Techniques 102
Notetaking 212
Nurse Role 111

O

Occupational Therapy 79, 120
Orientation and Mobility 199
Orthopedic Impairments 79, 170, 171, 239
Out-of-Level Testing 78
Outcomes of Education 5, 6, 24, 25, 27, 30, 44, 51, 67, 68, 69, 70, 72, 82, 88, 137, 156, 160, 163, 170, 246
Outdoor School Programs 5
Outreach Programs 113-123, 129, 130, 140-145, 216-245
Over-representation — see Disproportionate Representation

P

Paraprofessional Personnel 24,167,192,198,223, 241
Parent Counseling 98
Parent Education 97, 181
Parent Involvement — see Family Involvement
Parent Leadership Development 231
Parent Needs 169
Parent-Child Relationship 109, 214
Parents Interacting with Infants Model 75
Partial Hearing — see Deafness/Partial Hearing
Partial Vision – see Blindness/Partial Vision
Participatory Research 79
Pediatrics 198
Peer Coaching 167
Peer Relationship 15, 85, 111, 161, 180
Peer Tutoring 56, 76, 249
Peer-to-Peer Support 45, 141
Performance Factors 36, 37*, 38
Personal Futures Planning 107
Pervasive Developmental Disorder 106, 214
Pharmacopsychosocial Treatment 165
Physical Environment 248
Physical Therapy 79, 120
Physician Role 117
Physicians 164, 198
Play 99
Policy Analysis 14
Portfolio Assessment 81
Positive Behavioral Support 26, 169, 236

An asterisk after a page number indicates that the reference occurs in more than one project on that page.

Postsecondary Education (see also Transition from School to Postsecondary Education) 134, 135*, 136, 137*, 144, 184, 185, 212, 238, 241
Postsecondary Education Consortia 129, 130, 131*, 142
Poverty 64, 66, 67, 73, 74, 76, 101, 152, 166, 167, 207, 218
Praise 167
Prelinguistic Intervention 27
Premature Infants 32
Prenatal Drug Exposure 16
Prereferral Assessment 12
Prereferral Intervention 76
Preschool Instructional Models 24
Preterm Infants 4
Primary Health Care 101
Principals 48
Problem-Solving Skills 106, 108, 210
Professional Development 14
Program Quality 126
Prosocial Behavior 237

Q
Questioning Strategies 58

R
Reading Assessment 8, 82
Reading Comprehension 49, 51, 58
Reading Disabilities 18, 21, 29, 51, 82, 89, 185, 192
Reading Instruction (see also Literacy Education) 12, 21, 49, 51, 58, 70, 82, 95, 185, 187, 249, 251, 252
Reading Proficiency 8
Reading Strategies/Instruction 242
Reading Tests 71
Reciprocal Teaching 58
Recommended Practices — see Exemplary Practices
Recreational Activities 214
Referral to Special Education 22, 166
Rehabilitation Programs 213
Remedial Instruction 131
Research Needs 172
Research to Practice Link 51, 79, 87, 114, 172, 257, 258
Residential Camp Programs 5
Resilience 3, 5, 17, 32, 148, 218, 219
Resource Room Instruction 163
Respite Care 232
Responsiveness 204
Risk Factors 5
Rural Areas 49, 103, 106, 113, 140, 160, 205, 222, 226, 241, 251

S
Scaffolded Learning 58
School Climate 19
School Restructuring (see also Educational Reform) 19, 36, 42, 43, 45, 49, 49, 53, 66, 139, 153, 183, 200, 218
School-to-Adult-Life Transition — see Transition from School to Adult Life
School-to-Work Transition — see Transition from School to Work
Science Instruction 230
Screening Tests 27, 28, 164, 248, 250
Secondary Education 25, 37, 65, 67, 139, 145, 147, 154, 159, 160, 161, 169, 179, 186, 203, 206, 209, 214, 229, 246
Selective Mutism 165
Self-Advocacy 62, 141
Self-Determination 62, 77, 92, 108, 142, 149, 169, 208, 217, 225, 254, 255
Self-Efficacy 15
Self-Management 46, 59, 76, 209, 213
Self-Monitoring 167
Serious Emotional Disturbance — see Emotional/Behavior Disorders
Service Coordination 104, 117, 119, 141, 142, 144, 145, 151, 152, 159, 161, 176, 202
Service Learning 133, 160
Setting Events 15
Severe Disabilities 45, 46*, 96, 138, 142*, 149, 154, 183, 235, 254
Sign Language 203, 210
Social Adjustment 23
Social Interaction 15
Social Outcomes 88
Social Skills 1, 13, 32, 65, 120, 180, 205, 210, 218, 228, 248
Sociocultural Influences 52
Sound Environments 199
Spanish Speaking 17, 52, 55, 226
Specific Learning Disabilities 6*, 12, 19, 21, 29, 31, 33, 44, 49, 51*, 58, 65, 68, 70, 74, 76, 82, 86, 88, 92, 131, 144, 150, 158, 162, 163*, 185, 186, 187, 192, 202, 224, 252
Speech or Language Impairments 15, 27, 29, 162, 165, 170, 171, 189, 190, 192, 211, 226, 235
Speech Therapy 120

An asterisk after a page number indicates that the reference occurs in more than one project on that page.

Speech-to-Print Transcription 243
Staff Development 192
Standardized Tests 63, 164
State Legislation 14
State Standards 73
Statewide Assessments — see Large-Scale Assessments
Statewide Testing 164
Strategic Planning 258
Strategy Instruction 86
Stress Management 219
Student Adjustment 19, 23
Student Assessment 76, 82, 83*, 87, 182, 243
Student Empowerment 49, 59, 152, 160, 193
Student Involvement 135, 145, 149, 179
Student Outcomes — see Outcomes of Education
Student Participation 63, 201, 228
Student Placement 22, 88, 162
Student Recruitment/Retention 132, 135
Student Support Services 94, 131*, 132, 134*, 135*, 136, 137*, 138
Study Strategies 224
Supervisory Training 223
Supplemental Security Income 39
Supplemental Security Income Employment Incentives 40, 41*
Supported Employment 154, 197
Sustainability of Change 42, 43*, 53, 56, 59, 70, 206, 207, 210, 210, 231, 249

T
Tactile Learning 253
Teacher Attitudes 91
Teacher Change 87
Teacher Education 92, 239, 241
Teacher Efficacy 166
Teacher Socialization 8
Teaching Methods — see Instructional Processes
Teaching Models — see Instructional Models
Technical Assistance 114, 116*, 122, 128, 129, 130, 159, 257, 258
Technical Education 153
Technological Literacy 100, 118, 144
Telecommuting 140
Teleconferencing 226
Testing Accommodations — see Accommodations — Testing
Text-to-Speech Technology 58
Therapist Role 245
Toddlers — see Infants/Toddlers
Transition from Early Intervention to Elementary School 107, 195, 223
Transition from Elementary School to Middle School 19
Transition from Incarceration to the Community 3, 175
Transition from Neonatal Intensive Care to Early Intervention 20
Transition from Rehabilitation to the Community 213
Transition from School to Adult Life 59, 141*, 142, 144, 145*, 147*, 152*, 153, 154, 161, 169, 193, 209, 214, 217, 225, 228, 229, 239, 255
Transition from School to Postsecondary Education 134, 135, 136
Transition from School to Postsecondary Education 150, 184, 186, 238, 241
Transition from School to Work 34, 39, 40, 41*, 92, 134, 137, 140, 144, 149, 150, 151, 154, 159, 197, 202, 205, 247, 254
Traumatic Brain Injury 17, 193, 210
Tutoring 10, 12

U
Under-representation — see Disproportionate Representation
Underachievement 218
Urban Areas 34, 37, 45, 49, 57, 166, 167, 180, 199, 207, 218, 218, 228

V
Visual Impairments — see Blindness/Partial Vision
Visually Impaired Mobility 199
Vocabulary Development 3, 9, 21
Vocational Education 34, 203

W
Whole Schooling 49
Word Recognition 70
Work — see Employment terms
World Wide Web — see Internet
Writing Instruction 95, 171, 227
Writing Tests 168

Y
Young Children — see Early Childhood or Infants/Toddlers

An asterisk after a page number indicates that the reference occurs in more than one project on that page.